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ABSTRACT

A camp program is described which reflects the Young Men's Christian Association's traditional commitment to the development of the whole person, introducing the development of a "wellness" lifestyle. A wellness lifestyle is described as one that involves living fully and abundantly while recognizing and assuming responsibility for one's own health--and for the way things turn out in one's life. Written for counselors, this guide maintains that the counselor must present and model wellness information in a way that emphasizes the enjoyment and popularity various health enrichment practices allow. Several principles which can be used in building a wellness program are discussed (e.g., effecting long term changes and involving young people in the change process). Most of the manual is devoted to 47 wellness activities related to each of 6 wellness dimensions; each activity is outlined according to purpose, age of camper (7-12 and up), materials, and procedures. Activities range from tracing blood flow through the heart to building a nutritional cooking center; exemplary activities include: a calf heart dissection; blood pressure measurement; caloric intake and expenditure measurement; alcohol abuse and drug abuse discussions; assessment of advertising media influence on self-image; stress management relaxation techniques; a "blind" walk; a silent walk; and a night hike. (AN)

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Counselor's Manual

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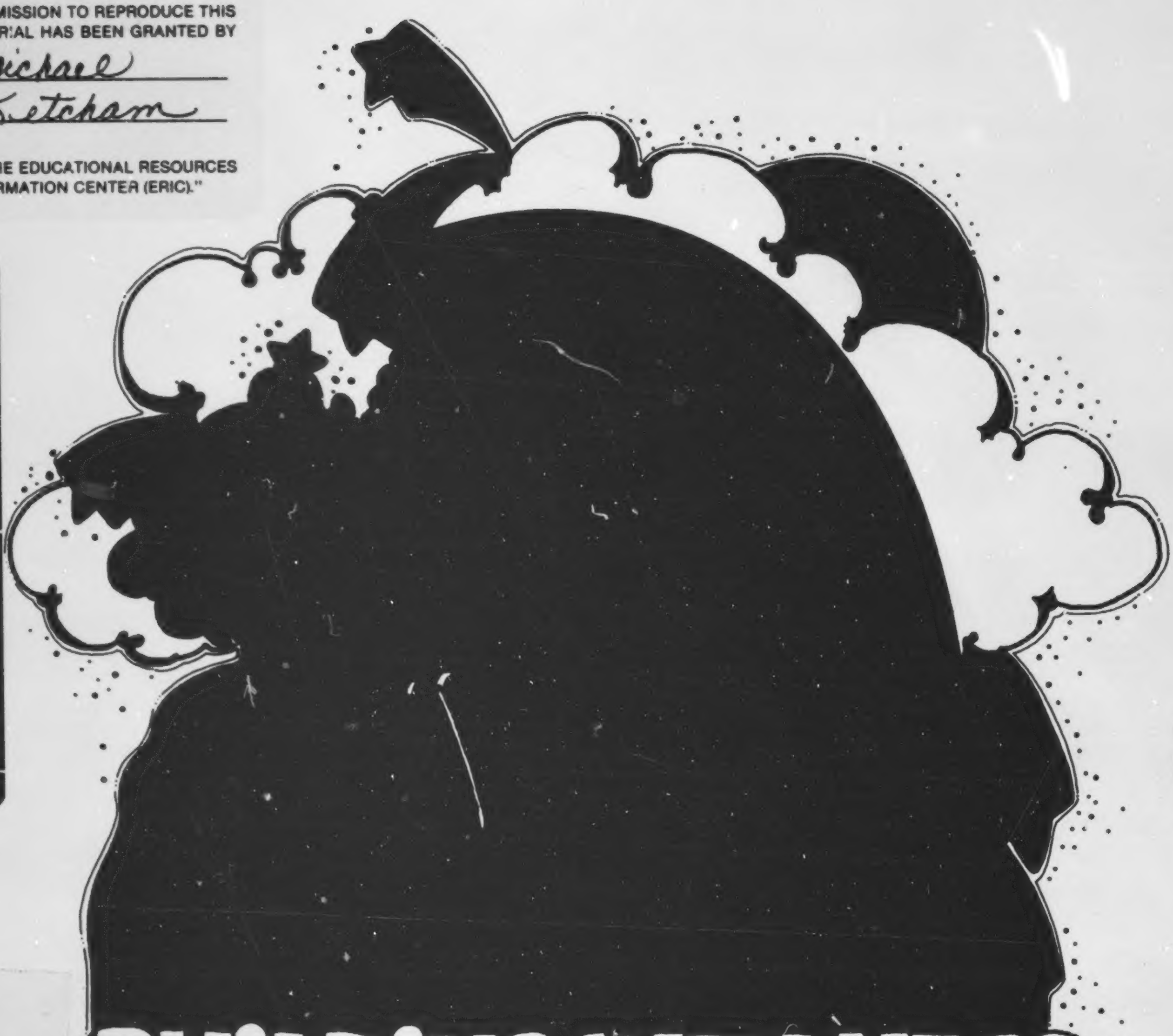

BUILDING WELLNESS LIFESTYLES

RC 012112

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Building Wellness Lifestyles

Counselor's Manual

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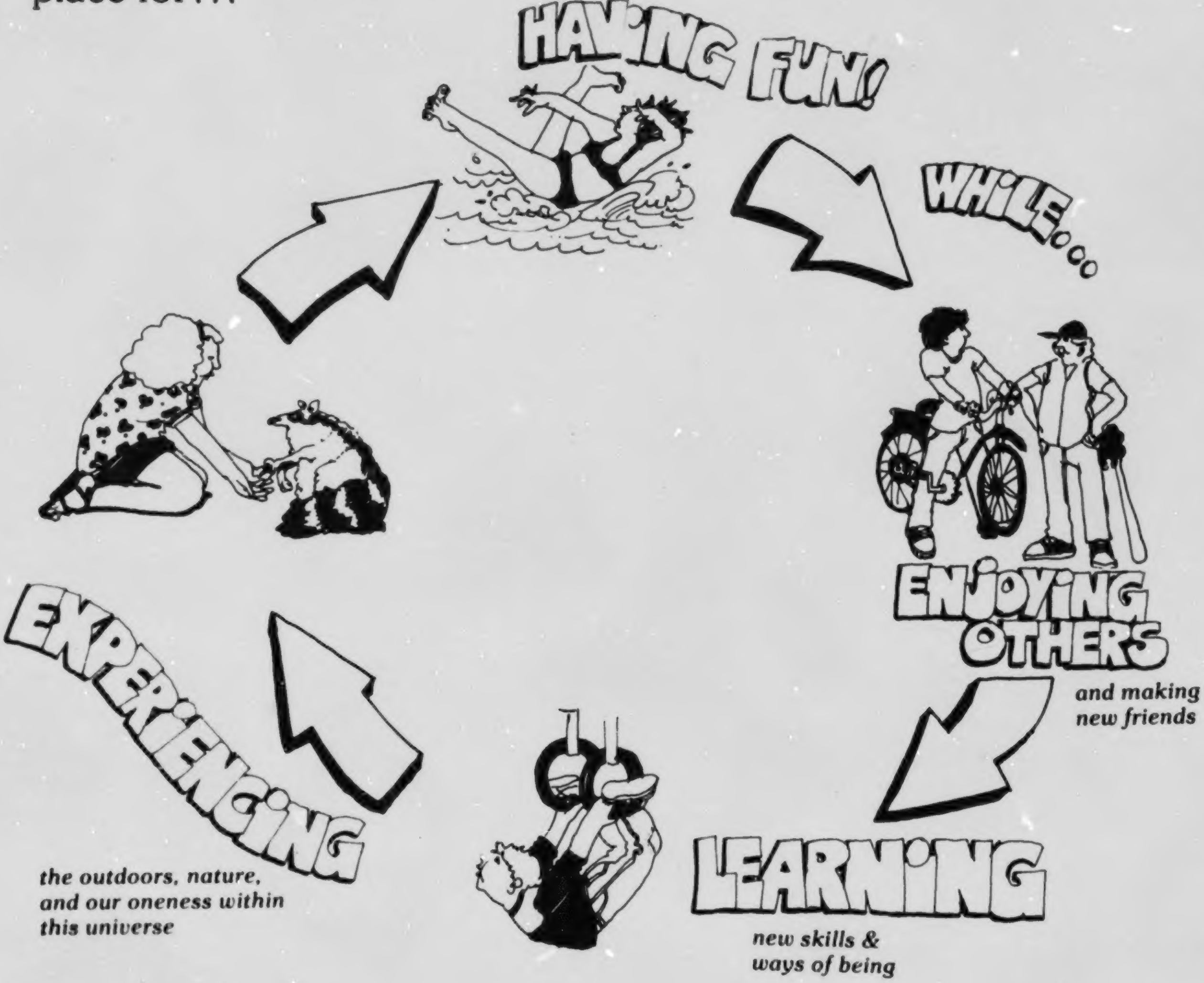
Building wellness lifestyles in a summer camp.

Essentially, we believe summer camp is a place for...


HAVING FUN!
WHILE...
ENJOYING OTHERS
LEARNING
EXPERIENCING

and making new friends

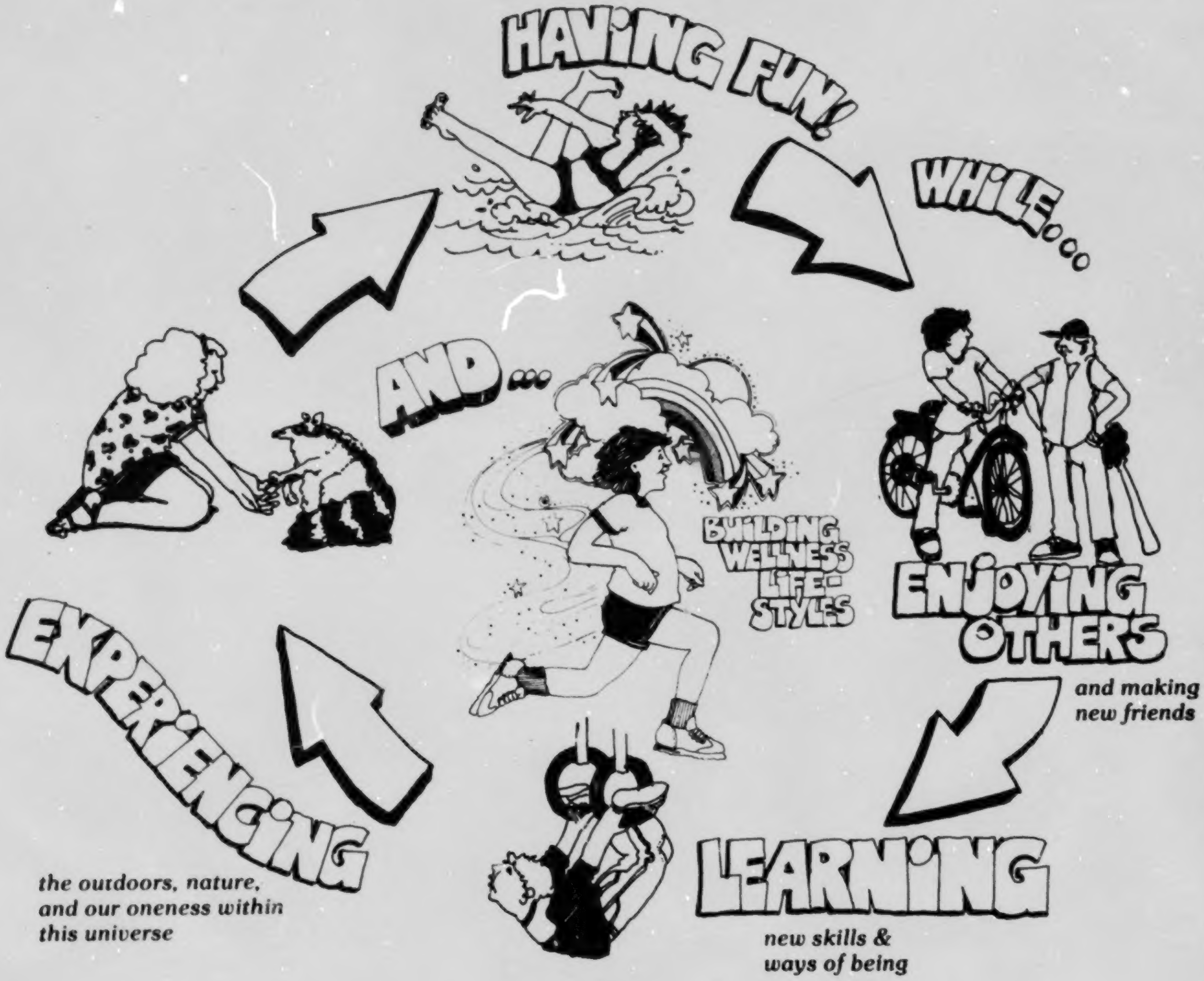
new skills & ways of being

the outdoors, nature, and our oneness within this universe

But you know this!

These are the things kids have come to camp for since camping began!

And yet, we're looking for more... more than a great summer experience. We believe summer camp is also a place for...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new skills & ways of being
EXPERIENCING
the outdoors, nature, and our oneness within this universe
AND...
BUILDING WELLNESS LIFE-STYLES

We're talking, of course, about "wellness."

What is wellness?

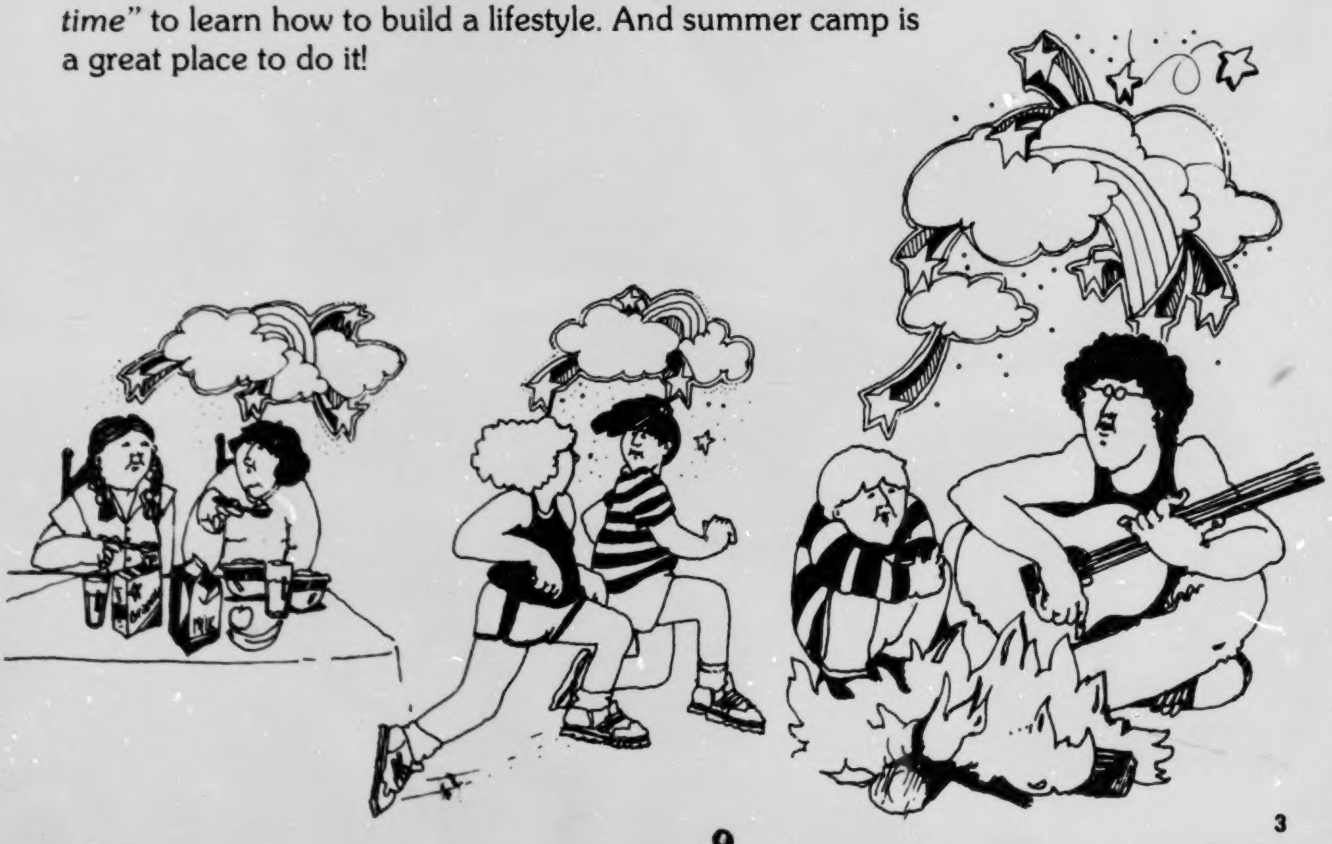
A wellness lifestyle involves living fully and abundantly while recognizing and assuming responsibility for our own health — and for the way things turn out in our lives. More and more of us are beginning to accept the idea that what we do for our health is substantially more than what pills, doctors, and hospitals can do. We are coming to realize that things we do for ourselves and with each other in the areas of nutrition, exercise, stress management, and finding a sense of purpose and positive self-esteem are the vital elements for optimal well being.

Can it work for kids?

Wellness more than anything else means enjoying life. In fact, it's really impossible to enjoy life fully — or even to be fully alive — without making wellness a part of one's lifestyle. To us it seems obvious that the degree to which we feel vibrant, enthusiastic, and deeply satisfied in our work and our relationships relates directly to the active steps we take day by day to become a healthier and fuller person in spirit, mind, and body.

And it's fun! It's fun, for example, to explore new, more nutritional foods and to prepare meals which even *feel* healthier to eat. It feels good to find ways to reduce stress, or to discover how effectively our body is working for us. And, believe it or not, it's even fun to jog or develop some other program of regular exercise.

Can this work for kids? We say, "YES!" At a time in their lives when they are becoming increasingly curious about who they are, what's happening with their bodies, and how they should relate to the world about them . . . and when we consider that kids are resistant to manipulation and control, seeking continually to make more and more decisions for themselves . . . we believe this is the *"prime time"* to learn how to build a lifestyle. And summer camp is a great place to do it!



Your role as a camp counselor

All our experience in wellness shows us that people learn more from what we do than what we say. Thus, as staff members, we will be important models for our campers. If we're not practicing wellness and having fun doing it, chances are our campers are not going to practice it either. Fortunately, we'll be working together this summer to do just that. Although each of us may not have "arrived" at where we'd like to be with regard to our own wellness lifestyle, staff orientation is designed in a fashion that will allow us to begin working on our own program before campers arrive.

Why is wellness so important?

The village well was poisoned and people fell sick. The doctor's,the nurses, the villagers all ran about buying new beds, giving medicines, providing lifelong care for those permanently crippled or diseased, but no one treated the source of the problem — the poisoned well.

Our cultures today are poisoned wells. They do not encouage people to be healthy. Even our medical care system is not entirely a health-promoting one; too often it is a curative system that focuses on our illness *after* the damage has been done.

We practice patch-up medicine. We spend billions for prescription drugs, for surgery, for coronary care units, and for radiation and chemical treatment for cancer, etc.

Our efforts and our monies go to treat the results of our illness culture.

Researchers produce new chemicals and radiation techniques, try to treat the tumor-filled lungs of smokers on their way to death. Millions are spent for immaculate, intricate, expensive, electronically monitored, technically refined coronary care units for the heart attack victims whose bad eating or smoking habits, stress-filled lifestyles, or lifelong lack of exercise brought them to the crisis. We try to repair and restore the bodies of accident-prone, we give tranquilizers to the stressed, and we provide artificial hearts, limbs, and kidneys for those whose bodies have broken down.

But we spend very little for the kind of care that will keep people well in the first place. At camp this summer we hope to begin to change that!

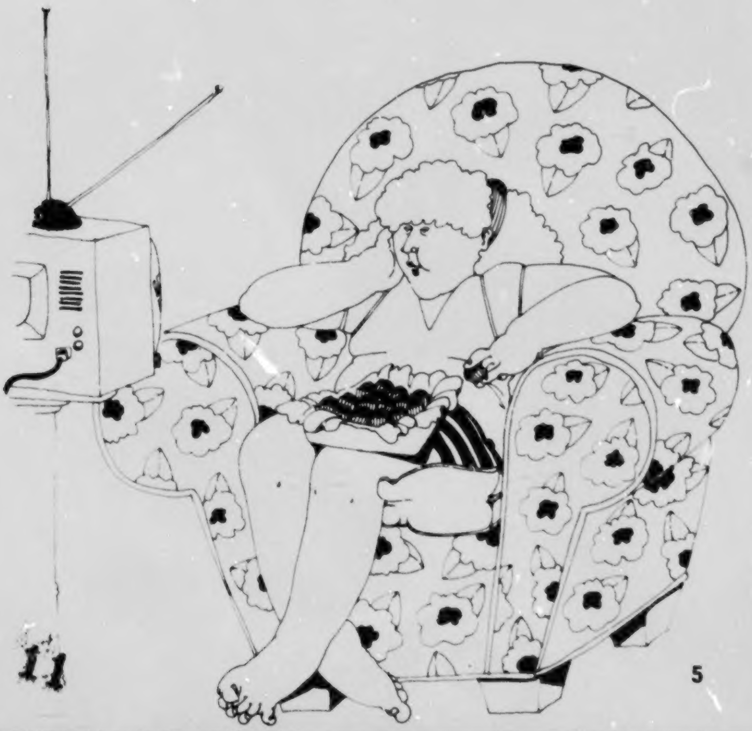
Identifying our illness cultures

We find when we really investigate what is going on that many of us are unknowingly being swept along by the norms of our cultures and these norms are unconsciously influencing our own attitudes toward our bodies, our health practices, our lives. We are swayed so greatly by our surrounding cultures that few of us have made really independent decisions on such critical issues as smoking, eating habits, how we exercise, how we relate to our families and friends, how we interact at school or work, how we cope with stress, how we relate to health professionals, or even how we make major life decisions affecting our lives. We live in an illness culture and are not fully aware of it, therefore are unable to combat it.

As we delve deeper into the cultures to which we belong, we realize that these cultures that we have become so accustomed to — that we had accepted from childhood as "the way things are" — are not only destroying our lives, but those of our friends and loved ones as well.

The result? We are slowly killing ourselves because of the way the culture influences our actions.

Unfortunately, changes attempted in individual health practices are often shortlived. Over and over again, we see people starting new diets, exercise programs, or attempting



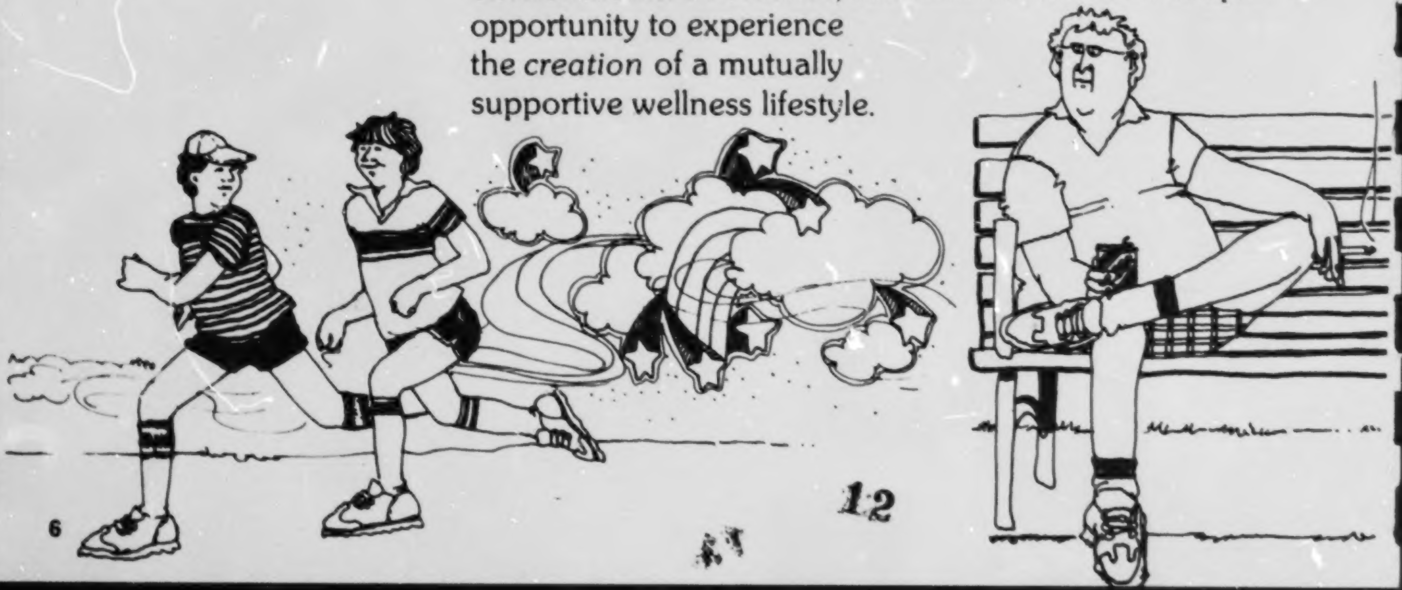
to quit smoking, etc. only to abandon these programs without having achieved their goals. In fact, despite an explosive growth in the number of people participating in runs and other fitness activities, it seems as though jogging shoes, with all their special toe and heel construction, are becoming for many people more popular as a casual street wear item than they are for the purpose of jogging!

Why? Because we live in an illness culture. Attempting to make lifestyle changes in the midst of a culture which daily spends millions of advertising dollars in encouraging us to do otherwise can be extremely difficult. And when we *do* try to stand up and be different, we are often faced with obstacles in our home and/or school and work environments which thwart or even ridicule our efforts.

We are caught in one big culture trap of negative health practices. Until we see that trap, and see it clearly for what it is, we can't begin to get out of it, nor begin to reach the total health and happiness of which we are capable.

Obviously, the best time for learning to recognize and defend against culture traps is when we are young. We all know that bad habits are hard to break.

A summer camp setting, therefore, is one important place in which children can begin to gain control of their own health. At camp, we will work together to identify the norms in our culture and particularly in our own individual environments which impinge upon our goal of a wellness lifestyle. We will then identify and initiate various steps to actually create more supportive structures within these environments. In essence, this summer will be a unique opportunity to experience the *creation* of a mutually supportive wellness lifestyle.



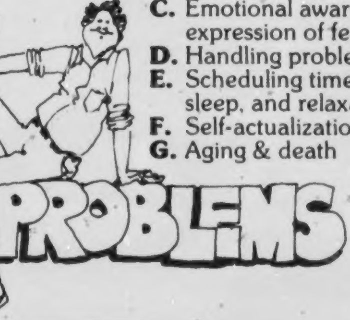
SIX DIMENSIONS OF WELLNESS

The building of a wellness lifestyle can be approached from a number of different directions. For our purposes, we envision six dimensions around which we can develop our camp program. These six dimensions are obviously inter-related and reflect the YMCA's traditional commitment to the development of the *whole* person in spirit, mind, and body. Within each dimension there exists a variety of relevant topics. The six dimensions and some important topics are listed below. Perhaps you can think of other topics in addition to those identified here.

Relating to others
- **A.** Appreciating differences
- **B.** Cooperative decision-making
- **C.** Human sexuality
- **D.** Cooperation in balance with competition
- **E.** Communication & active listening skills
- **F.** Conflict resolution

Enjoying fitness
- **A.** Cardio-vascular fitness
- **B.** Strength endurance and flexibility
- **C.** Monitoring body systems
- **D.** Relationship between physical fitness and emotions
- **E.** Role of physical fitness in prevention of diseases and disability
- **F.** Relationship to weight control

Enjoying life
- **A.** Having fun
- **B.** Stress management
- **C.** Emotional awareness and expression of feelings
- **D.** Handling problems
- **E.** Scheduling time (work, sleep, and relaxation)
- **F.** Self-actualization
- **G.** Aging & death



Being part of the world
- **A.** Sensitivity to our natural environment
- **B.** Spiritual awareness (at one with the Universe)
- **C.** Awareness of community
- **D.** Influence of peers, family, community, and media on our decisions
- **E.** Leadership development

Taking care of ourselves
- **A.** Respecting & caring for our bodies
  1. substance abuse (smoking, drugs, alcohol)
  2. complexion problems
  3. noise trauma
  4. cleanliness
  5. dental health
  6. sexual changes
- **B.** Safety practices
- **C.** Knowing what to do when (first aid)
- **D.** Substitution of positive addictions

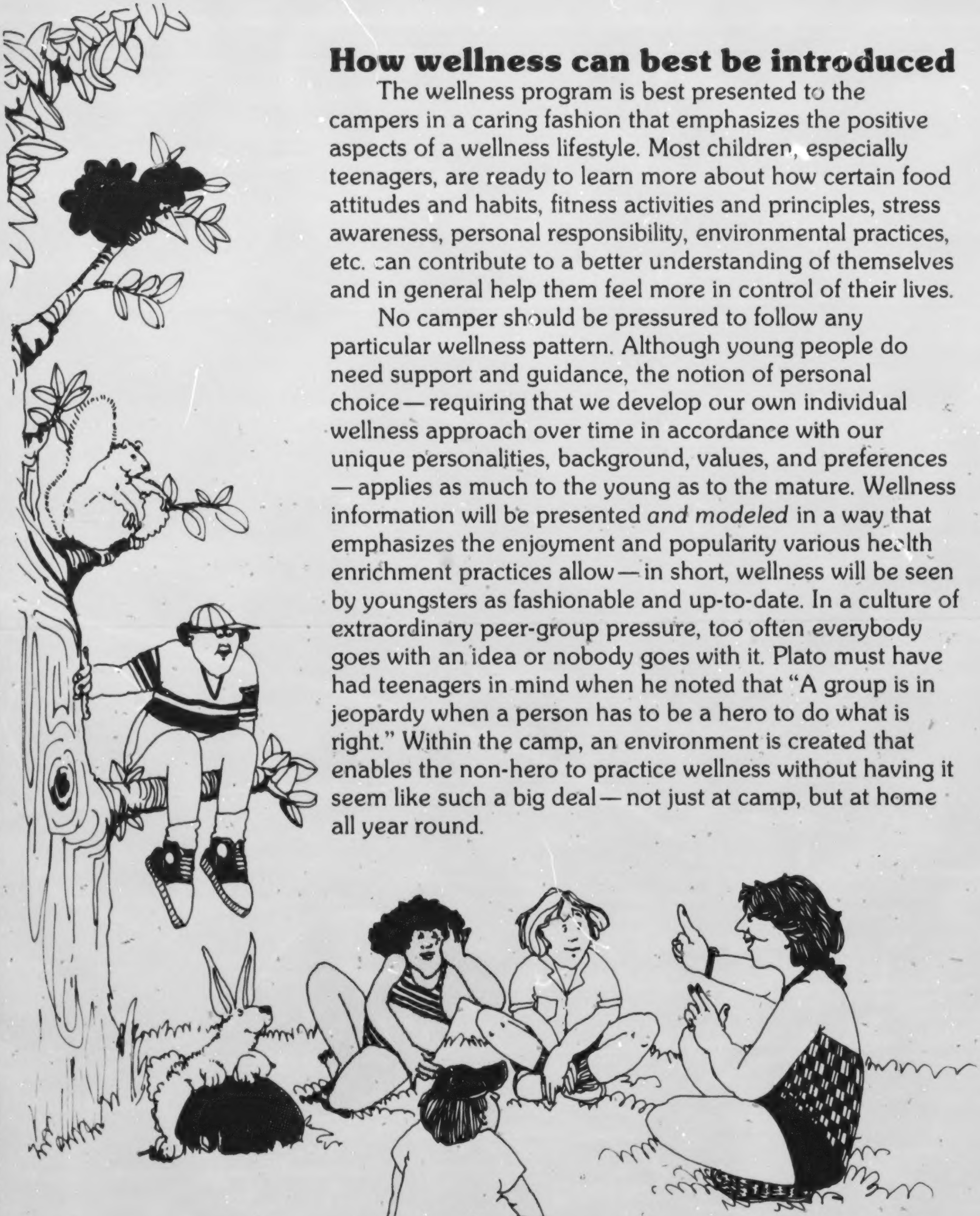
SOUP
Ingredients:

Eating well
- **A.** Good nutrition
- **B.** Weight control
- **C.** Understanding food labels
- **D.** Emotional aspects of eating
- **E.** Asking for alternatives
- **F.** Creative cooking

How wellness can best be introduced

The wellness program is best presented to the campers in a caring fashion that emphasizes the positive aspects of a wellness lifestyle. Most children, especially teenagers, are ready to learn more about how certain food attitudes and habits, fitness activities and principles, stress awareness, personal responsibility, environmental practices, etc. can contribute to a better understanding of themselves and in general help them feel more in control of their lives.

No camper should be pressured to follow any particular wellness pattern. Although young people do need support and guidance, the notion of personal choice — requiring that we develop our own individual wellness approach over time in accordance with our unique personalities, background, values, and preferences — applies as much to the young as to the mature. Wellness information will be presented *and modeled* in a way that emphasizes the enjoyment and popularity various health enrichment practices allow — in short, wellness will be seen by youngsters as fashionable and up-to-date. In a culture of extraordinary peer-group pressure, too often everybody goes with an idea or nobody goes with it. Plato must have had teenagers in mind when he noted that "A group is in jeopardy when a person has to be a hero to do what is right." Within the camp, an environment is created that enables the non-hero to practice wellness without having it seem like such a big deal — not just at camp, but at home all year round.



What are we trying to achieve?

Retaining the belief that summer camp should be a place for fun, enjoying others, and learning new skills, we wish to have our campers and staff leave at the end of the summer having built a lifestyle together that they will carry with them into their homes, schools, etc. and one which will continually improve the quality of their lives. Wellness camping represents an environment in which these efforts toward healthful living in spirit, mind, and body need not be simply a matter of individual heroics. Rather it is one in which we care about one another and work toward a common goal. And it may just be that our campers today will influence others toward wellness lifestyles tomorrow. Specifically, this summer we hope each camper will . . .

WELLNESS
VALUES
STRESS
TOBACCO
DRUGS
ALCOHOL

☐ Begin a wellness philosophy as a lifetime (versus summer) behavior pattern;
☐ Become more self-confident than when he or she came to camp due to frequent recognition and positive acknowledgement for achievements and self-development;
☐ Experience value clarification strategies and develop decision-making skills;
☐ Recognize the importance of regular exercise combined with good nutrition in maintaining physical fitness;
☐ Be introduced to nutritional foods low in fat, sugar, and cholesterol and high in fiber, protein, and complex carbohydrates;
☐ Become aware of the strong influence of social and cultural pressure leading people to unhealthy lifestyles;
☐ Be able to recognize stressful circumstances and implement techniques helpful for stress reduction;
☐ Become fully aware of the effects of alcohol, tobacco, and drugs, and become equipped with skills necessary for making valued decisions regarding their use;
☐ Be able to recognize the mental and emotional components of wellness, including respect for natural surroundings and all life forms;
☐ Be able to monitor at least some of the body systems; and
☐ Begin to accept responsibility for his or her feelings and actions in order to become more self-directed.

Of course, we hope each staff member will grow from these experiences as well!

A closing note

In the preceding pages of this section we've tried to talk a little about what wellness is. We hope all of us will agree after spending the summer together that wellness was never intended to be boring coursework, putting people down, getting everybody to behave the same way, a program for super-jocks, or a drag.

It's intended instead to be—

☐ health enhancing
☐ enlivening
☐ contagious and inspiring

and to make us "feel good" inside.

BUILDING WELLNESS
LIFESTYLES

THE DIMENSIONS OF WELLNESS QUESTIONNAIRE

Listed below are twelve statements reflecting some dimension of wellness. For each statement, indicate how well you are doing in that area, circling the most appropriate rating for each item. Consider a rating of "1" to be the lowest possible value and a "5" as the highest possible value.

HOW AM I DOING?

1. In exercising my heart and lungs rigorously for at least 20 minutes a day, every other day? 1 2 3 4 5
2. In developing and maintaining strength and flexibility? 1 2 3 4 5
3. In maintaining my weight within 5 lbs. of my optimal level? 1 2 3 4 5
   Formula for assessing "optimal level":
   male = ht. in inches x 4.0 — 128
   female = ht. in inches x 3.5 — 108
4. In maintaining a sound nutritional diet? 1 2 3 4 5
5. In not driving or riding in automobiles either recklessly or above speed limits? 1 2 3 4 5
6. In avoiding smoking and the misuse of alcohol or drugs? 1 2 3 4 5
7. In making sure that I get at least two adequate periods of relaxation per day? 1 2 3 4 5
8. In making sure that I have a balance of fun and work in my life? 1 2 3 4 5
9. In being aware of what I feel and being able to express those feelings? 1 2 3 4 5
10. In developing and maintaining satisfying and meaningful relationships with others? 1 2 3 4 5
11. In being sensitive to the needs of our natural environment? 1 2 3 4 5
12. In developing and maintaining a sense of community and spiritual awareness? 1 2 3 4 5

Areas of Strength

Areas for Possible Improvement

Creating Wellness Programs

SOME PRINCIPLES TO CONSIDER

Building upon the ideas presented in the introductory section of this manual, let's now turn our attention to some specific elements in creating wellness programs for campers. First, we will look at some principles that we can use to build the framework for our program.

1 Focusing on long term changes

Good health practices mean little if they are to be practiced only for a few short weeks. If we seek to have a long term impact on the health practices of our campers this summer, we must approach wellness from a cultural standpoint. To simply introduce nutritional foods or jogging will not do. Campers are coming from and will return to cultures which may not be fully supportive of the practices we will be introducing at camp. In order to insure that these practices become more than short term summer changes, we need to help campers recognize and be able to deal effectively with influences surrounding them back home.

Essentially, this means we need to help them develop the tools to create supportive environments for the practices they wish to maintain. What do we do back home with regards to snacks and nutritious meals when grocery time rolls around, especially if we live with our family or in a school dorm? What kinds of environments and support can we build for our new or renewed interest in regular exercise? How do we deal with peers who may not have the same interest as we do with regards to substance abuse and caring for our bodies? These and similar questions must be dealt with both for ourselves and our campers this summer.

?!
?!
LOW FAT MILK
BRAND

2 Building a success environment

We need to create success environments at camp where each youngster has a chance to succeed and feel good about his/her summer. Very simply, it is better to help people *succeed and praise* them for it, than to watch them *fail and blame* them for it. "Put-downs" obviously have no place in a wellness program.

3 We learn what we live

Obviously, the strongest message for wellness this summer will emerge from the camp setting itself, i.e., what goes on in the dining hall, the degree of attention given to safety, the quality of communication and relationships among staff and between staff and campers, etc. That doesn't mean that we have to be perfect, but it does mean that we have to own up to our mistakes and learn from them, too.

4 Making use of teachable moments

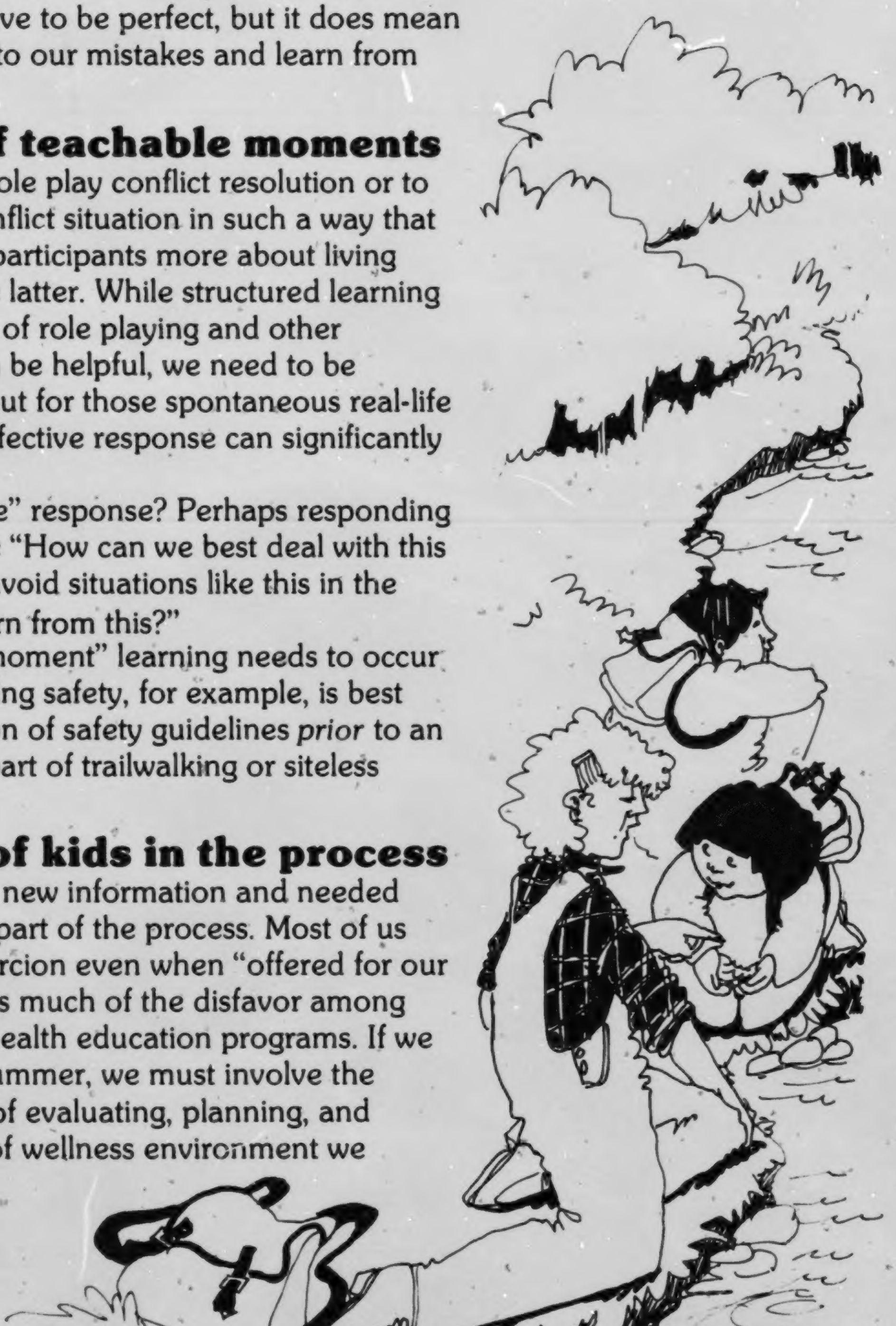
Which is better: to role play conflict resolution or to respond to an actual conflict situation in such a way that the experience teaches participants more about living together? Obviously, the latter. While structured learning experiences making use of role playing and other instructional devices can be helpful, we need to be continually on the lookout for those spontaneous real-life situations in which an effective response can significantly contribute to learning.

What is an "effective" response? Perhaps responding with some questions like "How can we best deal with this situation? How can we avoid situations like this in the future? What did we learn from this?"

Not all "teachable moment" learning needs to occur after-the-fact either. Hiking safety, for example, is best taught as an identification of safety guidelines *prior* to an actual hike, ecology as part of trailwalking or siteless camping, etc.

5 Involvement of kids in the process

We respond best to new information and needed changes when we are a part of the process. Most of us resist preaching and coercion even when "offered for our own good." This explains much of the disfavor among students for traditional health education programs. If we are to be effective this summer, we must involve the campers in the process of evaluating, planning, and implementing the kind of wellness environment we wish to create together.



6 Live wellness in an enjoyable way

When the kinds of things we wish to teach and model become an enjoyable part of our own lifestyle, our enthusiasm will easily and naturally spread to the campers. There are no elements in our wellness program this summer which need be seen as anything other than a pleasurable experience. Even the satisfaction of an exhausting run has contagiously positive qualities as experienced in one's feeling of accomplishment, sense of physical well-being, and renewed vitality.

Obviously, we could list more than six principles. Perhaps you've thought of some that we haven't mentioned here. If so, discuss them with your fellow staff and campers as you begin planning wellness activities.

SOME GUIDELINES FOR DEVELOPING AND USING WELLNESS ACTIVITIES

In the next section are examples of activities that you might use with your campers. We have grouped them according to the six dimensions mentioned in the previous section. Some activities may be useful to you as written, others may need modification, and still others may be inappropriate. They should, however, provide a launching point from which you may begin to work with other staff members in developing a program plan.

Consider the following guidelines as you begin your planning:

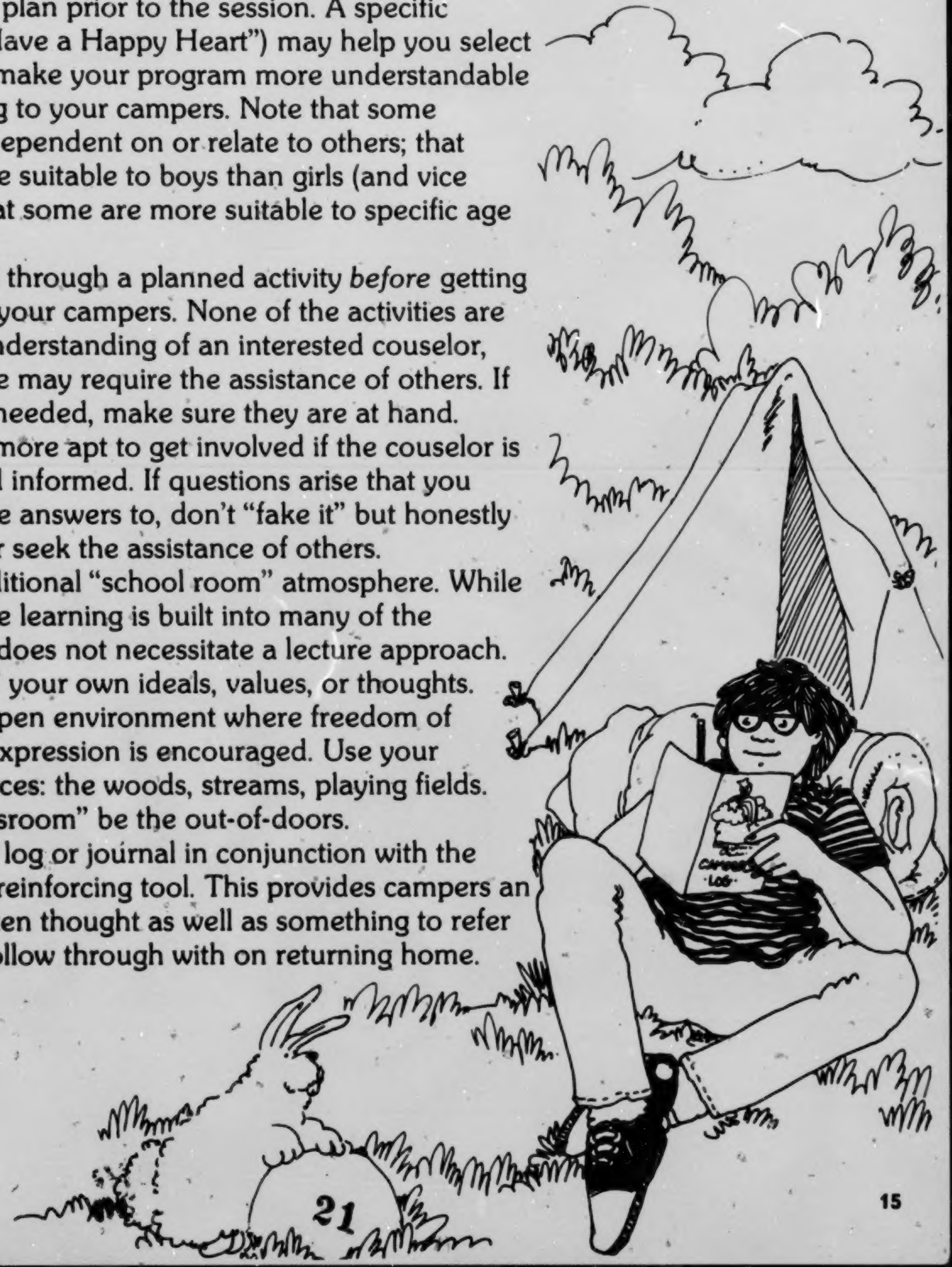
☐ The activities do certainly not exhaust all possibilities, nor do they attempt to address all the questions or applications arising from the subject matter. Don't hesitate to amend what's here to suit your needs. And don't forget that lots of resources (including fellow staff) exist to aid you in developing additional activities (the resource bibliography in the final section was compiled for this purpose). Above all, share new activities, experiences, and insights with others.

☐ Although the activities are organized within the six dimensions framework, they do not form a curriculum. Your camp schedule, program philosophy, commitment to wellness camping, and, most importantly, the needs and interests of your individual campers will help you shape that curriculum. During a two-week camping session you might plan to involve your campers in at least one activity from each dimension. If so, design your program plan prior to the session. A specific theme (e.g. "Have a Happy Heart") may help you select activities and make your program more understandable and interesting to your campers. Note that some activities are dependent on or relate to others; that some are more suitable to boys than girls (and vice versa); and that some are more suitable to specific age groups.

☐ Carefully read through a planned activity *before* getting involved with your campers. None of the activities are beyond the understanding of an interested couselor, although some may require the assistance of others. If materials are needed, make sure they are at hand. Campers are more apt to get involved if the couselor is organized and informed. If questions arise that you don't know the answers to, don't "fake it" but honestly reply and later seek the assistance of others.

☐ Avoid the traditional "school room" atmosphere. While some cognitive learning is built into many of the activities, this does not necessitate a lecture approach. Don't "lay on" your own ideals, values, or thoughts. Maintain an open environment where freedom of thought and expression is encouraged. Use your natural resources: the woods, streams, playing fields. Let your "classroom" be the out-of-doors.

☐ Use a camper log or journal in conjunction with the activities as a reinforcing tool. This provides campers an outlet for written thought as well as something to refer back to and follow through with on returning home.



☐ Wellness involves the whole person — spiritually, mentally, and physically. Although separated for organizational convenience, the six dimensions interrelate. Make connections whenever possible. Eating a meal, for instance, is not only the means for physical sustenance, but also an opportunity for expression of spiritual thanks, discussion of nutritional ideas, cooperation with others, etc.

☐ Remain alert to teachable moments, while always sensitive to each camper's feelings. Stay flexible. There is nothing wrong with letting a camper's curious question lead you astray from a planned activity.

☐ Be aware of the cultural norms present in your campers' background: their means of communication, eating habits, socio-economic background, family values, etc. Each of us is unique!

☐ Finally, don't underestimate the power of your influence and example. You are teacher, guide, and friend.

MAKING USE OF VALUES EDUCATION IN YOUR WELLNESS PROGRAMS

Facts are important. But facts alone won't create learning. Our values — what we believe to be "good" or "right" — ultimately shape our behavior and attitudes. Thus, the activities have been designed to involve both factual *and* values education, an action-learning approach to health and fitness issues where we and our campers begin to *examine* our wellness values, to *understand* how such values affect decisions, and to ultimately *commit* ourselves to action through conscious decision-making.

Obviously, the success of this process requires a special leader: you, the counselor. Here's a checklist, offered by Charles Kuntzleman in his introduction to VALUES STRATEGIES FOR FITNESS, to aid you in thinking about your role as a values educator.

The value educator is a person who:

1. makes the house rules clear and sets positive, supportive environment,
2. encourages discussion on the issue but allows people to pass,
3. builds everyone's self esteem,
4. expects real insights from participants of any age,
5. adapts and modifies the exercises to make them relevant to the group and setting,
6. participates himself/herself,
7. listens very carefully for feelings as well as content,
8. clarifies and repeats key points,
9. knows when to quit.

The value educator is not a person who:

1. fires orders to everyone,
2. listens to a few people,
3. puts people down,
4. stays out of the discussion to be "neutral",
5. forces people to do anything they don't want to do,
6. embarrasses anyone by pushing him or her to share private things,
7. expects miracles of anyone,
8. thinks he is perfect.

Mention has already been made of the importance of success (supportive) environments. In values education, the key is *acceptance.* After introducing an activity and perhaps disclosing some factual information, step backwards and let everyone get involved. You can do this by initially *eliciting* values, feelings, and information from your campers; openly (without expressing judgement) *accepting* those responses; *stimulating* further thinking; and *accepting* again. Measure your effectiveness by the degree of group participation . . . acceptance and participation go hand in hand.

Here are some general "house rules" also recommended by Kuntzleman to further shape this supportive environment. Review them often with your campers.

1. **Accept Each Other** Each person has a right to say what he or she thinks in a values discussion. Accept what others say as what they feel and think. Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.
2. **Speak for Yourself** Say what you think or feel. But don't try to speak for me. Avoid phrases like "we . . . ", "people always . . . ", "I'm sure you agree that . . . ". Those kinds of phrases only make it harder for people to disagree with you and speak for themselves.
3. **Avoid Put-downs** Put-downs hurt people, even when they laugh and appear not to be bothered. Put-downs are often contagious and get thrown back and the game builds up. If people think they might be put-down for their feelings or ideas they hesitate to participate. Non-verbal put-downs hurt, too. These can include facial expressions, gestures, side conversations, etc.
4. **You have the Option to Pass** In value discussions everyone participates. But everyone does not have to share their thoughts or feelings on every question. Sometimes a question has very different meanings for different people. When people are free to pass they are less threatened and feel less pressure. Consequently, they are more likely to give their real opinions rather than those opinions they think others want to hear.
5. **Each Person is Responsible for His Own Learning** Each participant in the group will learn something different from each session. He or she will learn as little or as much as he or she chooses to learn. Learning occurs when the learner is ready. This means that the counselor is not responsible for the campers but rather for an *environment* in which the campers have a better chance of learning.[1]

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[1] Charles T Kuntzleman, VALUES STRATEGIES FOR FITNESS (Spring Harbor, Michigan Fitness Finders, 1976), pp 3-5

A Collection of Wellness Activities

DIMENSION 1
ENJOYING FITNESS

Fitness is a key area of wellness that may profoundly affect every aspect of our being. More than pure muscular strength, proper physical fitness is at the core of physical, mental, and emotional vitality and the resulting sense of fulfillment in our lives. We are in many ways "alive" only to the degree that we are fit, meaning that we are also "deadened" to the degree we are unfit.

Exactly what is fitness?

Charles Kuntzleman sees fitness as divided into 3 phases—organic fitness, dynamic fitness, and joy of living.

> Organic fitness is determined by a physician in the course of medical evaluation and generally refers to freedom from disease. Dynamic fitness, however, is the measure of a person's actual physical capacity and can be measured through tests of physical performance.
>
> Joy of living is the vitality and excitement for life that so many people lack. And, too often, they lack it because they lack the energy or endurance necessary to get through the day, the activity to dissipate muscle tension and reduce high blood pressure, and the flexibility to reduce mysterious aches and pains.[2]

According to Kuntzleman, dynamic fitness is further broken down into five major components: muscular strength, muscular endurance, flexibility, circulo-respiratory endurance, and proper body weight and composition. Each of these may be improved dramatically through proper exercise, and together substantially determine the degree of vitality (aliveness) in our daily life.

Why?

Because when we lead sedentary lives, our bodies age more quickly and actually begin to die! Sitting and/or riding our way through the day allows muscles to weaken, muscles needed not only to move ourselves or other physical objects, but also to actually hold our body together! Poor body posture and the prevalence of low back pain, for example, often result from weakened muscle groups in the shoulders, back and abdomen.

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[2] Charles T. Kuntzleman, CONCEPTS FOR HEALTH AND FITNESS (Spring Harbor, Michigan: Fitness Finders, 1978), p. 10

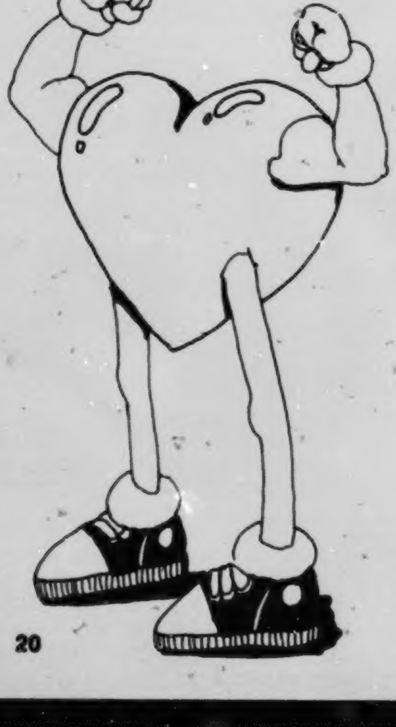
Stress causes muscle tension. Without some form of release obtained easily through exercise, the muscular tension becomes chronic. Often experienced in the shoulders and back of the neck or the pit of the stomach, these chronically tightened muscles squeeze and reduce body flexibility and constrict blood vessels, making the heart work harder to distribute blood and oxygen throughout the body.

And then there is the heart — the muscle of life itself. Inadequate exercise actually weakens the heart, causing it to beat more frequently to distribute an equivalent amount of blood that could be distributed with fewer beats were the heart healthy and strong. (Do you know that a well-conditioned heart can save 1800 beats per hour? This amounts to almost eight weeks of heartbeating saved per year!)[3] Add to a weakened heart constricted vessels due to muscular tension and/or blocked vessels due to a buildup of cholesterol and other fatty substances *within* vessel walls, and you begin to see the potential for a heart attack.

The actual decay, however, comes from an ever decreasing amount of oxygen and food distributed in the blood throughout the body. Exercise not only strengthens the heart and aids in the flow of blood through thousands of miles of blood vessels (enough the circle the globe 2-4 times)[4], but also insures the blood and oxygen will flow into the tiniest of capillaries at the furthest extreme of our body. Like unused train tracks, these tiny capillaries deteriorate with a lack of traffic.

An exercised body, therefore, is an oxygen-rich body, and an unexercised body is an oxygen-depleted body. Lack of oxygen makes us feel drowsy, lethargic, and eventually unconscious. (A total absence of oxygen obviously helps us feel nothing!)

[3,4] Charles T. Kuntzleman, HEARTBEAT (Spring Harbor, Michigan: Fitness Finders).



This same process occurs in every cell, organ, and system throughout the body, and these cells, organs, and systems are alive and well to the degree that they receive adequate supplies of oxygen. They must have it. Without oxygen they begin to function inadequately and become susceptible to disease and death!

Disease? Sure! Another important function of adequate blood and oxygen flow is to cleanse the body of wastes in the form of carbon dioxide. So, with a buildup of wastes and an absence of oxygen-rich blood to fight infection, we've established a breeding ground for disease.

From high blood pressure to coronary heart disease, fatigue, emotional instability, and general bodily dysfunctioning, the "magic" of staying well centers on staying fit. Senator William Proxmire puts the case for exercise very lyrically:

> If you exercise enough you will be leaner, stronger, more energetic. You'll love life, enjoy the smell of flowers, the taste of your food, the cold, and the bracing freshness of a morning breeze. You can literally exercise your way out of boredom, listlessness, anxiety... And you'll look so much better. The heavy jowls, the sagging stomach, the yellowish or pallid complexion will diminish and then vanish with exercise. Exercise won't grow hair on your head, alas. And it won't change your bone structure. But it will do just about everything else and everything else is plenty. It will put a warm, pink color in your cheeks. It will eliminate the bulges and sags and fat. It will put firmness in your muscles, and put a brightness in your eye.[5]

Convinced? We hope so!

It's easier, of course, to develop a habit of proper exercise when young. That's why we hope you'll work with us this summer to provide an environment in which regular exercise is valued.

Have you ever taken a morning run and dip? It's an invigorating and joyous way to start a new day. Try it with your campers some morning!

[5] YOU CAN DO IT: SENATOR PROXMIRE'S EXERCISE, DIET & RELAXATION PLAN (New York: Simon and Schuster, p. 31)

Tracing the Blood Flow

Purpose:

To demonstrate an understanding of how blood flows through the heart.

Participants:

Counselor and campers (recommended age: 7 to 11).

Materials:

Blue and red crayons; heart illustration for each camper.

Procedure:

1. Discuss with campers the size, location, and function of the heart.
    a. How large is your heart? (About the size on one's clenched fist.)
    b. Where is your heart located in the body? (Behind the breast bone, or sternum.)
    c. How would you describe the heart? (It is a muscle that works like a pump.)
    d. Why do we have a heart? (The heart circulates blood throughout the body, carrying oxygen and nutrients to body cells and waste products from them.)
    e. What is the relationship of the heart to the lungs? (The lungs provide oxygen to the blood and remove carbon dioxide.)
    f. What is the color of blood? (Most will respond "red", while the more discerning may point out that veins are "blue". Blood which is oxygen laden is "red" while that which contains carbon dioxide is "blue". Campers must understand this distinction and the role of the lungs in purifying the blood before proceeding with the diagram.)
2. Pass out the heart illustrations. Have campers pronounce the sections of the heart. Note the location and explain the function of the valves.

3. Ask the campers to trace the flow of blood through the heart on their illustrations. Remind them to use blue crayon to show blood coming from the veins (high in carbon dioxide) and red crayon to show the blood coming from the lungs (high in oxygen).

Counselor Notes:

An excellent motivating device for this activity is a calf's heart (see Wellness Activity I-2), which campers can examine and touch.

An excellent way to acquaint campers (and the more hesitant staff members!) to the humanitarian benefits and physiological effects of blood donation is to arrange with the appropriate Red Cross chapter for a "bloodmobile" to visit the camp during a camping session. Many a "teachable moment" will accompany this unselfish service to others!

Also, if stethoscopes are available, have campers listen to one another's heart beat. After running in place for a few minutes, ask them to listen again. Explain the heart beat sounds as the opening and closing of the valves.

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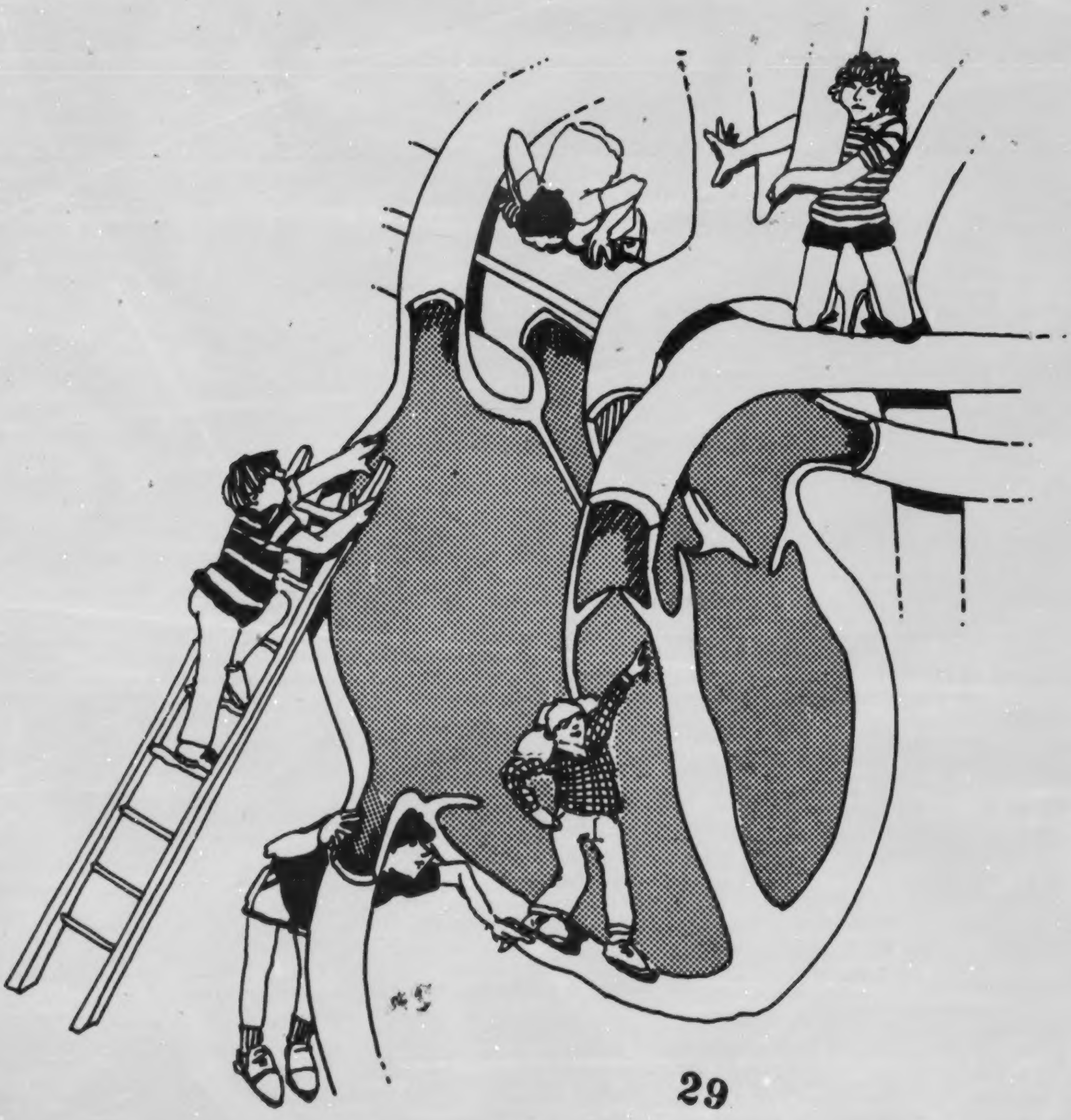
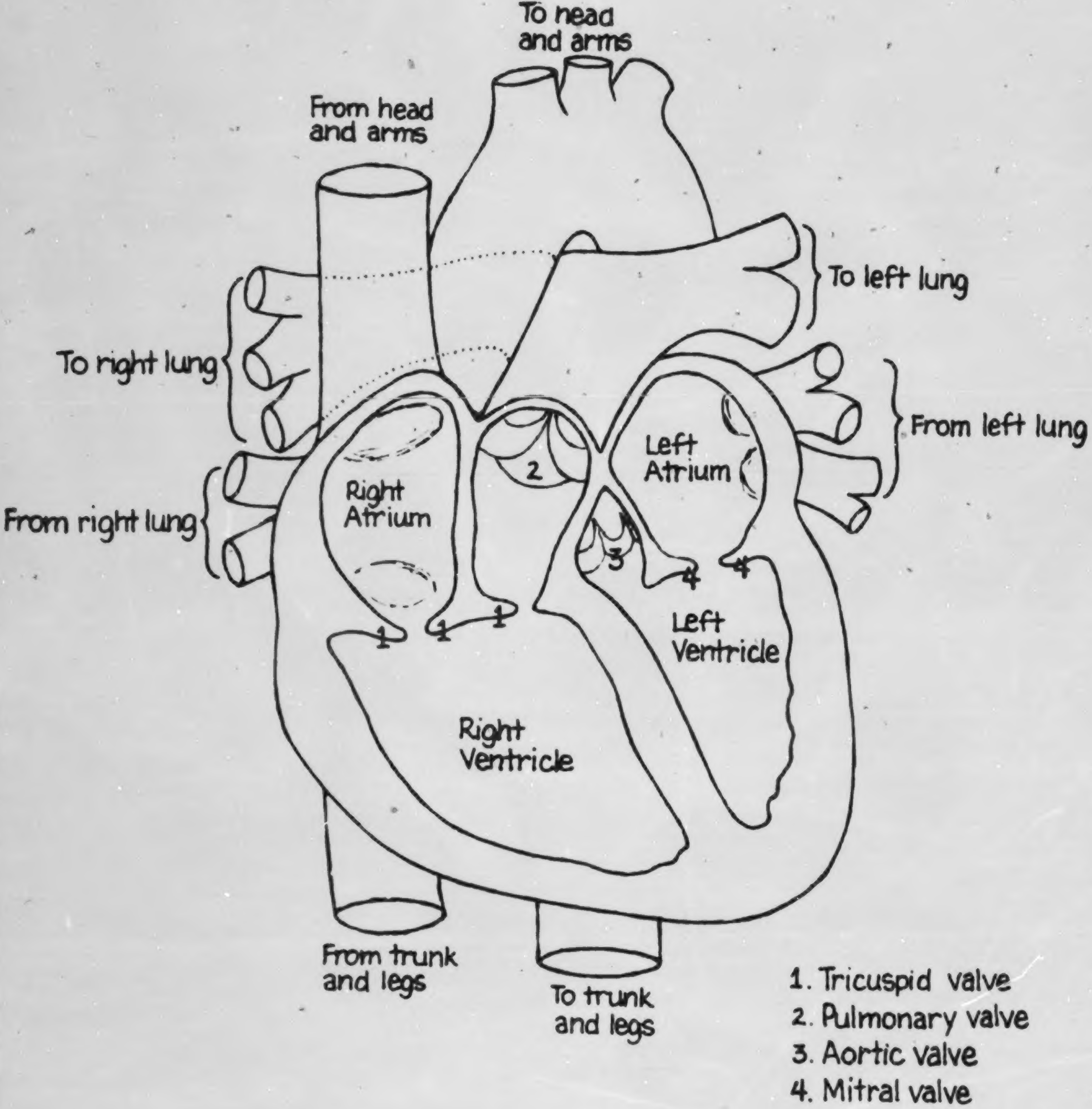


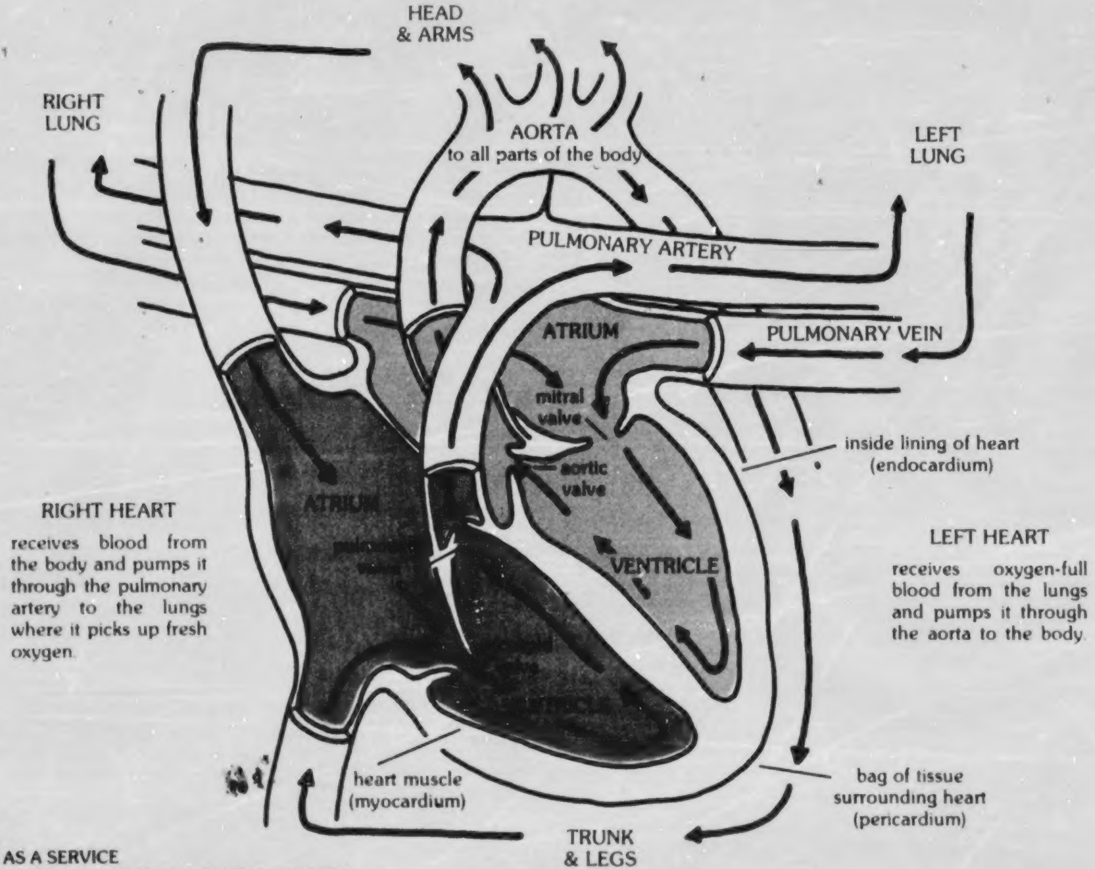

To head and arms
From head and arms
To left lung
To right lung
From left lung
From right lung
Right Atrium
Left Atrium
Left Ventricle
Right Ventricle
1
1
1
1
2
3
4
4
From trunk and legs
To trunk and legs
1. Tricuspid valve
2. Pulmonary valve
3. Aortic valve
4. Mitral valve

Your Heart and How It Works

Your heart weighs well under a pound and is only a little larger than your fist, but it is a powerful, long working, hard working organ. Its job is to pump blood to the lungs and to all the body tissues.

The heart is a hollow organ. Its tough, muscular wall (myocardium) is surrounded by a fiberlike bag (pericardium) and is lined by a thin, strong membrane (endocardium). A wall (septum) divides the heart cavity down the middle into a "right heart" and a "left heart". Each side of the heart is divided again into an upper chamber (called an atrium or auricle) and a lower chamber (ventricle). Valves regulate the flow of blood through the heart and to the pulmonary artery and the aorta.

The heart is really a double pump. One pump (the right heart) receives blood which has just come from the body after delivering nutrients and oxygen to the body tissues. It pumps this dark, bluish red blood to the lungs where the blood gets rid of a waste gas (carbon dioxide) and picks up a fresh supply of oxygen which turns it a bright red again. The second pump (the left heart) receives this "reconditioned" blood from the lungs and pumps it out through the great trunk-artery (aorta) to be distributed by smaller arteries to all parts of the body.


HEAD
& ARMS
RIGHT
LUNG
AORTA
to all parts of the body
LEFT
LUNG
PULMONARY ARTERY
ATRIUM
PULMONARY VEIN
mitral
valve
aortic
valve
inside lining of heart
(endocardium)
ATRIUM
VENTRICLE
heart muscle
(myocardium)
bag of tissue
surrounding heart
(pericardium)
TRUNK
& LEGS

RIGHT HEART

receives blood from the body and pumps it through the pulmonary artery to the lungs where it picks up fresh oxygen.

LEFT HEART

receives oxygen-full blood from the lungs and pumps it through the aorta to the body.

PRODUCED AS A SERVICE
AMERICAN HEART ASSOCIATION AND ITS AFFILIATES

Calf Heart Dissection

Purpose:

To demonstrate the structure of the heart.

Participants:

Counselor and Campers (group size should not exceed 15, recommended age: 12 and up).

Materials:

Calf heart (may be refrigerated and used for more than one demonstration); scalpel; tweezers; probers; stethoscopes.

Procedure:

1. Initiate a discussion with questions such as the following:
   a. Where is your heart located? Show me with your hand.
   b. How large is your heart? (The size of a clenched fist.)
   c. What does the heart do? (The heart is a muscle pump with a "70-year warranty which circulates blood throughout the body.")
   d. What is good for your heart? (Exercise, relaxation, proper foods.)
   e. What is harmful to your heart? (Smoking, being overweight, stress, lack of exercise, cholesterol.)
2. Dissect the heart and show the campers the chambers, valves, and major blood vessels. Ask campers to relate the flow of blood from one chamber to another and through the major vessels and valves. The illustration, "Your Heart and How It Works", will be helpful in demonstrating the flow of blood.
3. Point out the small size of the coronary arteries found on the surface of the heart. These arteries nourish the heart muscle and when occluded with cholesterol can cause a heart attack. Ask campers what foods are particularly high in cholesterol.
4. Using the stethoscopes, have campers listen to one another's heart beat. Describe the characteristic sounds ("lub-dub") heard through the stethoscope and explain these as the closing of the heart valves.
5. Explain that when the heart valves are scarred or damaged in some way, they will not close completely and will produce a different sound. This is one of the things a doctor listens for. Only a trained person can differentiate these sounds.

Pulse Rate

Purpose:

To teach campers to take and understand their pulse rate.

Participants:

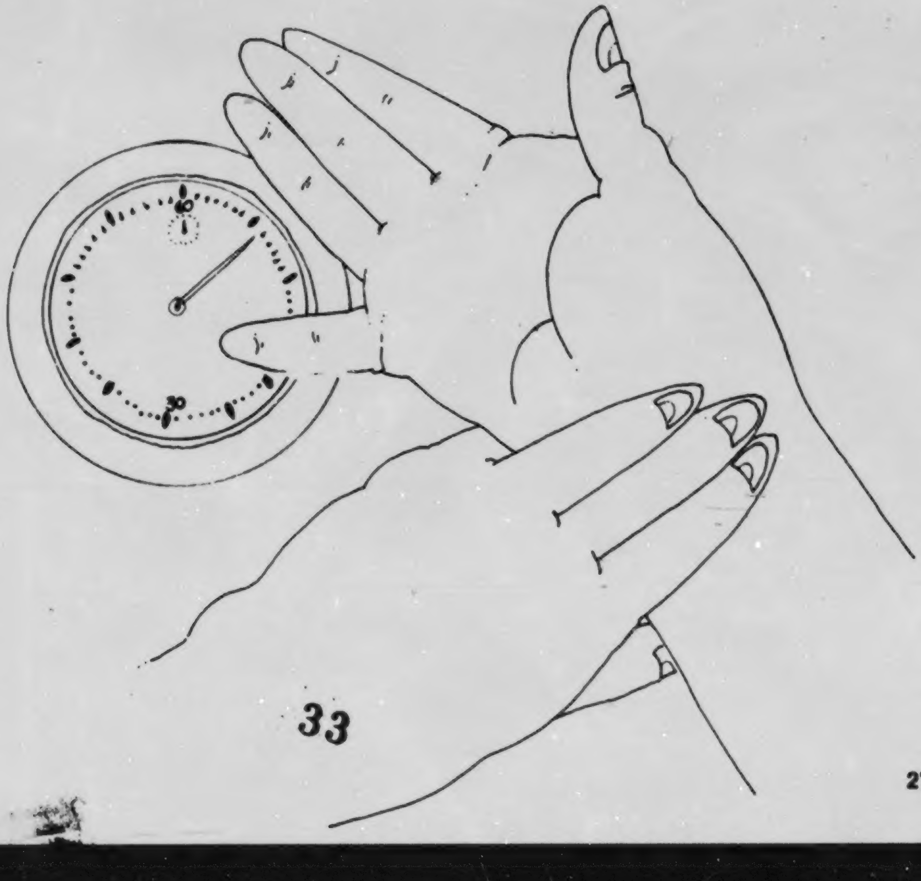
Counselor and campers (recommended age: all).

Materials:

A watch or clock with a second hand.

Procedure:

1. Sit quietly for five minutes.
2. While still sitting, place the middle three fingers of one hand on the underside of the opposite wrist. If you have difficulty locating your pulse using this method, place the same three fingers on either side of your throat just below the point of the jaw and locate the carotid artery. Be careful not to press too hard on the artery.
3. When you have located your pulse beat, look at the sweep second hand of your watch and count the number of pulse beats during a 15-second time interval. Record.
4. Multiply this number by four. This figure represents your resting pulse rate per minute. Record your resting pulse rate.



5. Some applications:
   a. Compare the pulse rates of a staff member with the campers. (The age difference should be at least ten years.) If possible, have the campers check the pulse of a young infant in camp. Do the pulse rates differ? If so, what causes the difference?
   b. At a regularly scheduled time during the day for a minimum two-week camping session, have campers check their pulse and maintain a record (preferably in the "Camper Log"). An excellent time is immediately after waking in the morning. Is there a trend? What might account for the difference (if any)?
   c. Ask campers to take their pulse rates while sitting down. After lying down for a few minutes, have them check their pulse again. Repeat the same procedure with the camper standing. Compare the rates for the different positions. Were there differences? If so, why? (The pulse rate will be higher while standing than when sitting or lying down. The rate will be lowest when lying down. While standing, the heart must work harder to overcome gravity, causing the heart rate to increase.)

Counselor Notes:
Wellness Activities I-3 to I-5 form a logical sequence and, in certain instances, may be condensed into a single activity.

Target Heart Rate

Purpose:

To determine your target pulse rate. This is the minimum pulse rate necessary to improve your circulatory fitness. The target rate must be maintained several minutes (3 to 4 times a week) if you want your heart to be conditioned through exercise.

Participants:

Counselor and campers (recommended age: all).

Materials:

Materials: Watch or clock with a second hand; pencil and paper.

Procedure:

1. Record your resting pulse rate after sitting for five minutes. (See Activity I-3.)
2. Now find the maximum pulse rate for your age on the following chart:

AGE	MAXIMUM PULSE
8-13	220
14-19	200
20-29	195
30-39	190
40-49	180

3. Subtract your resting pulse rate from your maximum pulse rate. The difference is the exercise range of your heart. Record.
4. Multiply that figure by .60 to find 60% of your range. Record.
5. Add this figure to the figure from #1 above. Record. This is your target heart rate or pulse.
6. Ask campers how they might increase their heart rates to reach the target rate. (This question is a natural transition to the next activity.)

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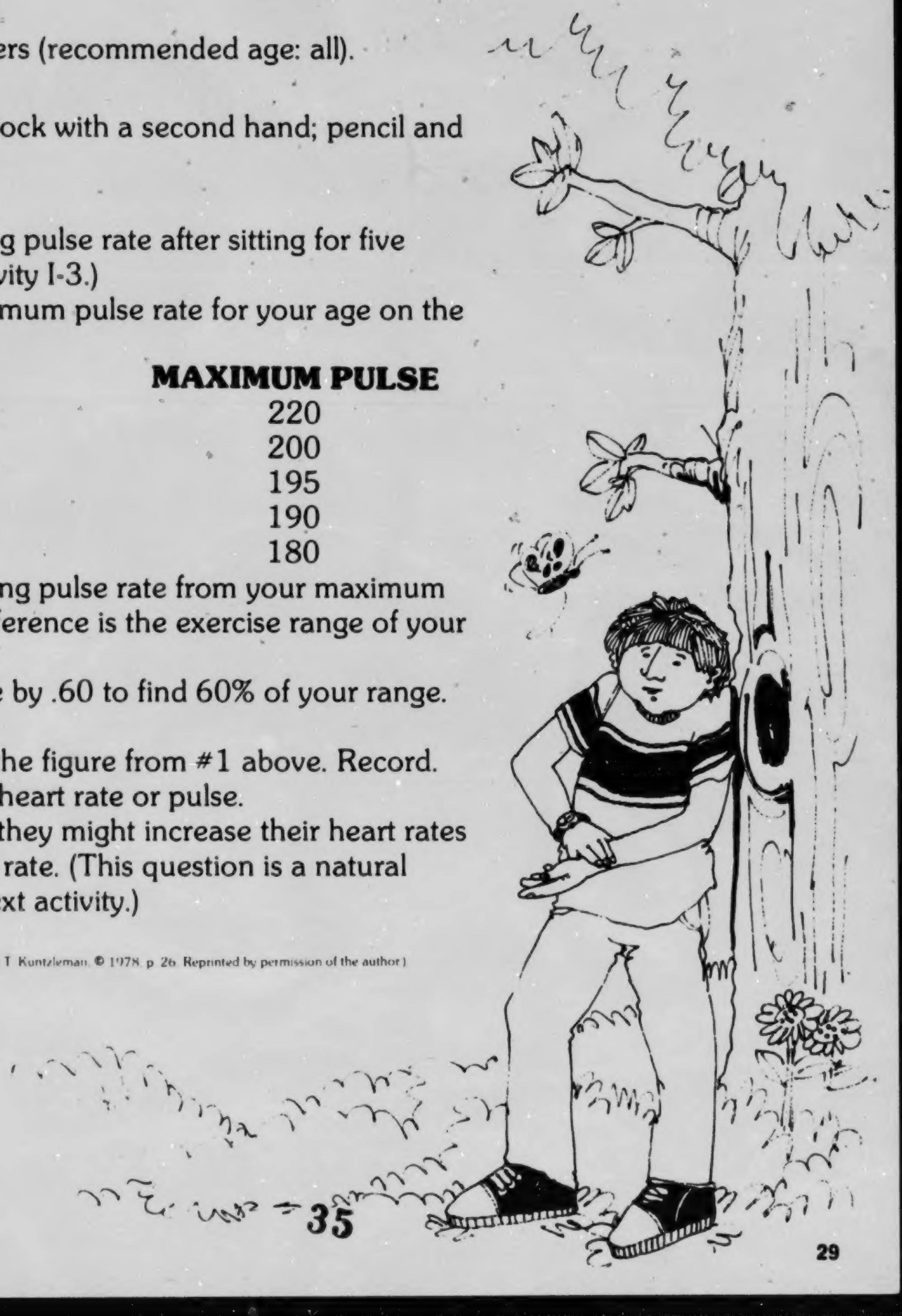


Exercise and Pulse Rate

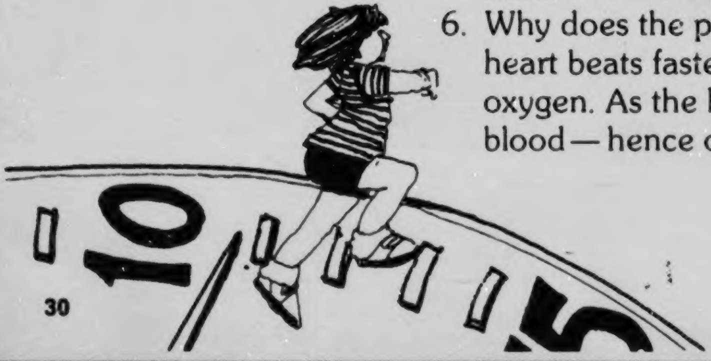
Purpose:
To understand the effects of aerobic exercising on the heart and to compare the effects of different forms of aerobic exercising on the pulse rate.

Participants:
Counselor and campers (recommended age: all).

Materials:
A watch or clock with a second hand.

Procedure:

1. Ask campers to recall their target heart rates determined in the previous activity. Review what is meant by "target heart rate".
2. Have campers record their pulse rates after sitting quietly for five minutes. Then ask them to perform one of the following:
   a. Hop on both feet or run in place for one minute.
   b. Jump rope for five minutes.
   c. Walk briskly for 10 minutes (nonstop).
   d. Swim, jog, or bike for 10 minutes.
   e. Play a sport for 10 minutes.
3. Immediately after exercising, ask campers to record their pulse rates. How does this rate compare with their "target heart rate" determined in the previous activity?
4. After two minutes, ask campers to again take their pulse. How does this rate compare with the post-exercising rate? Does the size of the difference indicate anything about one's physical condition? (The more rapidly the pulse rate returns to the resting rate the better one's condition. Ask campers why this might be so.)
5. On different days, perform this activity with two or more of the exercises. Which exercise elevated the camper's pulse the most? Does this indicate anything about the nature of the exercise and its effect on the heart?
6. Why does the pulse rate increase during exercise? (The heart beats faster because the muscles need more oxygen. As the heart pumps more quickly, more blood — hence oxygen — gets to the exercised muscles.)



Blood Pressure Measurement

Purpose:

To demonstrate how blood pressure is measured; to show the effects of body position and exercise on the blood pressure.

Participants:

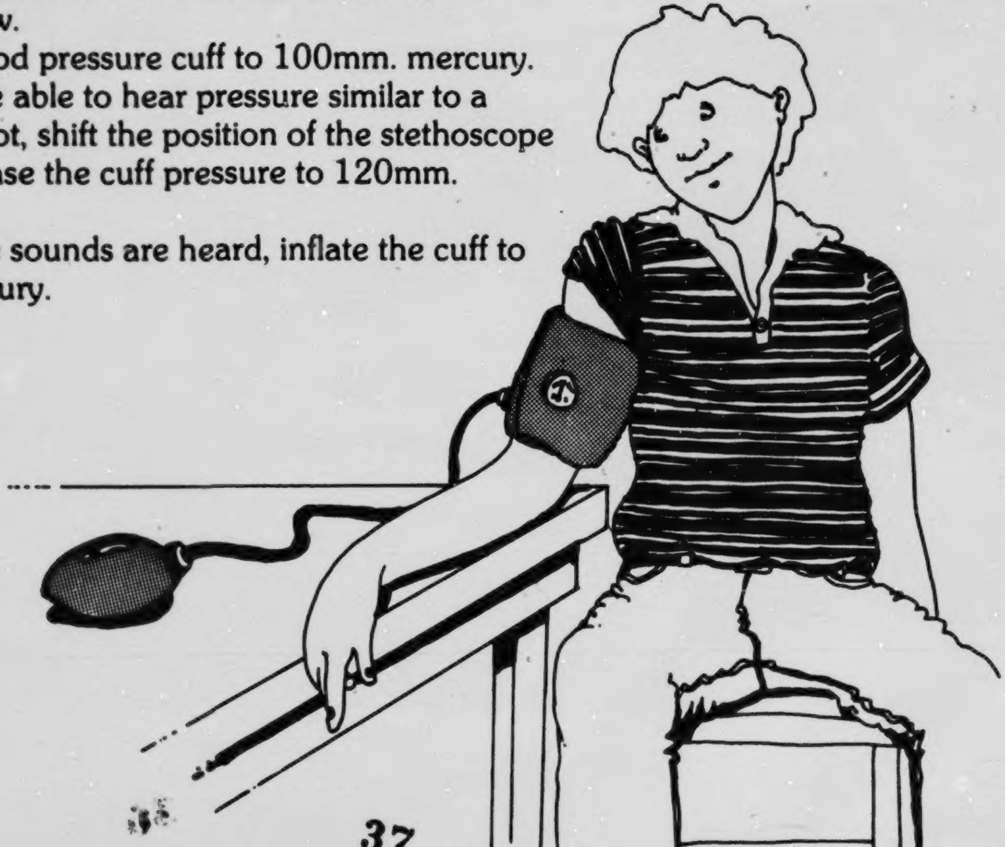
Counselor and campers (recommended age: 12 and up). If possible, a camp nurse should be available to assist with this activity.

Materials:

Stethoscope; sphygmomanometer (blood pressure cuff and gauge).

Procedure:

1. Ask your partner to sit down across from you and remove clothing from his/her right arm.
2. Place the center of the inflatable bladder over the brachial artery above the elbow. The arm should be extended with the palm facing up.
3. Place the bell of the stethoscope over the vessels that can be seen under the skin on the inside of your partner's elbow.
4. Inflate the blood pressure cuff to 100mm. mercury. You should be able to hear pressure similar to a heartbeat; if not, shift the position of the stethoscope bell and increase the cuff pressure to 120mm. mercury.
5. Once pressure sounds are heard, inflate the cuff to 180mm. mercury.



6. Let the air out of the cuff slowly and mercury will drop in the tube (gauge). When the air pressure in the cuff is slightly lower than the blood pressure in the artery, the blood begins to flow through the artery with each heart beat. This rhythmic escape of blood in the artery beneath the cuff produces a distinct sound which can be heard through the stethoscope. As soon as the sound appears, record the gauge reading. This is the maximum pressure produced by the heart, called the systolic pressure.
7. Continue to let air out of the cuff slowly until the moment when the distinct beat sound disappears as the blood is flowing steadily through the artery. At this point, the gauge reading shows the least amount of pressure in the artery, the diastolic pressure.
8. Blood pressure is recorded with the maximum pressure (systolic) first and the least amount of pressure (diastolic) last. For example, if the gauge reading indicates 120mm. of mercury on the first reading (when sounds were heard coming through the artery) and 80mm. of mercury on the second reading (when sounds were no longer heard), the pressure would be recorded 120/80.
9. After the resting blood pressure is recorded, ask your partner to lie down for at least two to three minutes. Take the systolic and diastolic pressures in that position. Next, have your partner quickly stand up and immediately take the blood pressure again. Is there a difference in the two blood pressures. If so, what might account for this difference?
10. Next, have your partner run in place for three minutes, then record his/her systolic and diastolic blood pressure. Wait another minute and record the blood pressure again. Is there any difference? If so, what might account for the difference?
11. Some discussion questions:
    What does high blood pressure indicate? What might be the effect of high blood pressure on the heart? What are some reasons for high blood pressure? How can we avoid them?

Movement to Music

Purpose:

To keep each person moving in a continuous endurance pattern for a prescribed period of time.

Participants:

Counselors and campers (20 to 50 participants, recommended age: all).

Materials:

Any contemporary music with a strong 4/4 beat.

Procedure:

1. Form one circle of two circles inside each other. Those in the best shape should be in the outside circle. Feel free to move to the inner or outer circle as your needs dictate.
2. Spend 20 to 30 seconds on each exercise.

1. Warm up—
Begin walking in a clockwise direction & roll shoulders
Walk—alternate high arm swings
Walk—Cross-body arm swings
Walk—Shake arms and fingers vigorously
Walk—Shake legs
Walk—Double arm pumps
Walk—Giant arm circles
Walk—Arms above head—Change direction
Walk on toes
Walk on heels
Walk—Shake arms & legs
Jog (shuffle)
Walk rapidly—long strides
Body twists
Walk—shake arms & legs

2. Stationary exercise
Neck rotations—circles
Neck turns
Head forward & back
Arms flex
Punching Bag
Shoulder roll
Sit ups
Bicycle pumps
Push-ups—
regular & modified
Prone leg raise
Sit ups
Bicycle pumps
Push-ups
Stand up & pump

3. Cardiovascular conditioning—spend about 4-5 minutes on each
Jog in circle
Walk & breathe deeply—shake arms & legs
Serpentine jog
Walk—breathe deeply—shake arms & legs
Run lengths of room & jog widths
Walk—breathe deeply—shake arms & legs

4. Cardiovascular conditioning—games—spend 10 minutes
Play dodge ball, basketball dribble, dance, volleyball, etc.

5. Tapering-off—spend 3 minutes
Walk—toe & heels
Walk—giant arm circles backwards
Walk—reverse direction—breathe deeply—shake arms & legs
High knee action
Walk slower & slower—shake arms occasionally
Walk slowly—roll head and shoulders

(see FITNESS FOR INTERMEDIATES by YMCA)

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Improving Your Flexibility (Stretching)

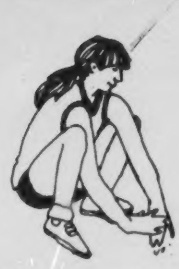
Purpose:
To alert campers to the benefits of improved flexibility and reduced muscle tension and to guide campers through a stretching program.

Participants:
Counselors and campers (recommended age: all). One person or a group of any size may do this activity.

Materials:
None, although a soft surface (grass, exercise mat, etc.) is desirable.

Procedure:

1. Ask campers what cats normally do on first awakening (slow, purposeful stretching). Did they know that cats maintain full flexibility through 80 to 85% of their total life or 8 to 9 out of 10 years? What about we humans; do we enjoy such lasting flexibility? (No; most humans retain average flexibility through only 50% or 35 years of their life.)
2. What are some of the benefits of flexibility? (Prevention of injury prior to physical exercise, improved energy levels, greater feelings of relaxation, avoidance of joint stiffness, etc.)
3. Introduce the following stretching guidelines:
    a. Ask a camper to demonstrate a stretching exercise, such as a toe-touch. What is he or she attempting to do? A very common error in stretching may arise here: jerky or bounce-type movements, the way many of us were once taught to warm-up (examples include toe touching, side bends, jumping jacks, etc.).
    b. Doing the same exercise, the counselor should demonstrate the proper way to stretch: slowly and with control holding the stretch for several seconds, careful to avoid excessive tension. Ask campers why the controlled stretch might be more beneficial than the moving stretch. (Muscle fibers are allowed to stretch out slowly and stay stretched out for a period of time.)



1. With feet shoulder-width apart and pointed at about a 15 degree angle and heels on ground, bend your knees and squat; hold stretch for 30 seconds.

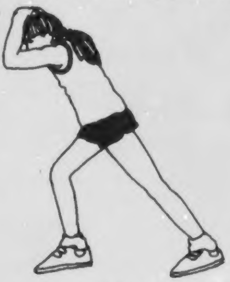
c. Stretching is not a physically exhausting form of exercise. On the contrary, one should be relaxed while concentrating on the part of the body being stretched. (Relaxation can be deepened by closing the eyes while stretching.) Breathing should be slow, deep, and rhythmical; breathing must not be held nor restricted.

d. Avoid overstretching. The benefits from stretching are reached when the proper tension (stress) level is reached. Stretch to a point where the tension is felt and maintain it. The feelings of the stretch should decrease the longer the stretch is held. Stretching should be enjoyable rather than painful.

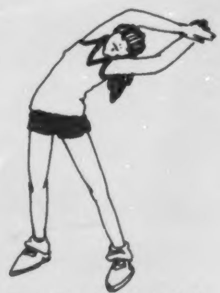
e. Be alert for campers who feel the need to compare themselves with others. Remind them that each of us differs in terms of body type, flexibility, and muscular tightness, and that improvements will be quickly seen with a regular and proper stretching routine.

f. Ask campers when the "best" time of the day might be to stretch. (Many different times are suitable for stretching: in the morning when our muscles are very stiff from prolonged rest, prior to physical exercise as a warm-up activity, following physical exercise as a cool-down activity, when one feels tense or frustrated, etc.).

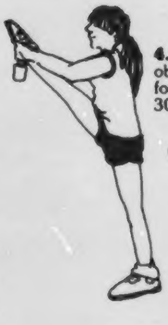
4. A selection of stretching exercises:



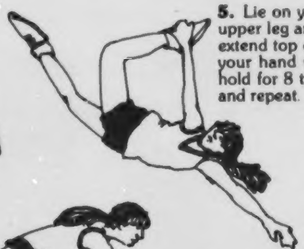
2. Stand 3 to 4 feet from a vertical, stationary object; lean forward with head resting on forearms; bend the forward leg, keeping the other straight with heel on floor; slowly move hips forward to stretch the calf; alternate legs.



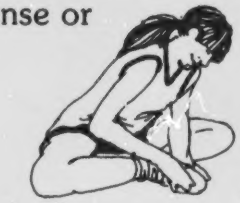
3. With arms joined and extended overhead, bend slowly sidewards at the waist, holding stretch for 10 to 15 seconds.



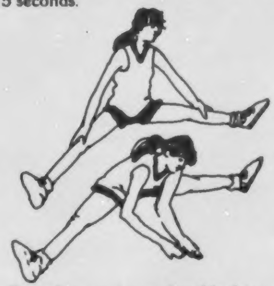
4. Place the raised leg on a horizontal object at least waist-high; slowly bend forward at the waist, holding stretch for 30 seconds per leg.



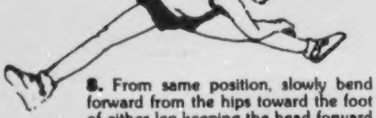
5. Lie on your side, bend the knee of upper leg and pull it toward your butt; extend top of raised foot upwards into your hand while moving hip forward; hold for 8 to 10 seconds; change side and repeat.



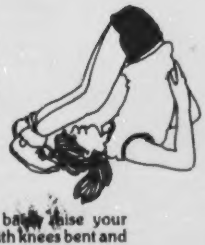
6. While sitting, put soles of feet together in front of crotch; with hands on feet pull forward without bounding; hold stretch for 30 seconds.



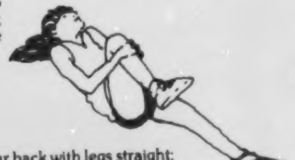
7. Open legs as far as possible from sitting position; keeping legs and back straight and feet upright, slowly lean forward; hold stretch for 20 seconds.



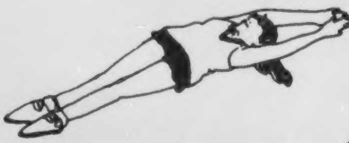
8. From same position, slowly bend forward from the hips toward the foot of either leg keeping the head forward and the back straight; hold stretch for 20 seconds; repeat with opposite leg.



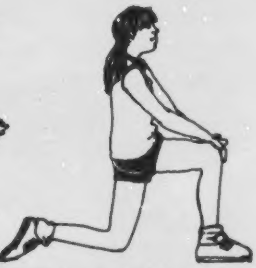
9. Lie flat on your back; raise your legs over your head with knees bent and hands on back of hips (legs may also be straight if flexibility permits); hold for 20 seconds.



10. Lie on your back with legs straight; pull one leg toward your chest and hold for 20 seconds; repeat with other leg.



11. Lie on your back with arms and legs extended; point fingers and toes and stretch as far as you can, holding for 5 seconds.



12. With your back leg straight and one leg extended behind you (knee on floor), bend down and move foward until knee of forward leg is directly over the ankle; lean forward without changing position of knee on floor; hold stretch for 20 seconds.

Salute To The Sun

Purpose:

To demonstrate the effects of Hatha Yoga on one's energy level, flexibility, and mental outlook while learning a physical yoga exercise.

Participants:

Counselor and campers (recommended age: 12 and up). Once learned, campers should be encouraged to do this exercise on their own.

Materials:

None

Procedure:

1. Ask campers what they think the word "yoga" means. Explain to them that there are many kinds of yoga. *Mantra* Yoga involves study or prayer through chanting and sounds. *Karma* Yoga is the discipline of work and service. *Kundalini* Yoga focuses on the energy present in the human spine. Yoga for most people means *Hatha* Yoga, physical yoga or yoga for health.
2. Although there are many exercises practiced by students of Hatha Yoga, all are dependent on two rules. First, correct breathing is very important. It is recommended that you review the breathing principles outlined in Wellness Activity 4-5. Second, the benefits of Hatha Yoga are best achieved when one is relaxed and undisturbed. Yoga need not be a solitary activity, but it should be done in a quiet place with everyone seriously involved.
3. The "Salute to the Sun" was originally designed to be practiced as the sun rises, although it feels good any time of the day. The exercise involves 14 movements, and you will certainly require several patient sessions with your campers before they are able to rhythmically complete the entire exercise. Once learned, however, it becomes a delightful way to greet the day while stretching the spine and the muscles and deepening the breathing. Ensure you can comfortably complete the exercise before attempting to teach it to others.
   Two breathing symbols are to be followed where indicated:

■ **breathe out**
☐ **breathe in**

(Portions adapted from EVERYBODY'S A WINNER by Tom Schneider, © 1976, pp. 73-75.)
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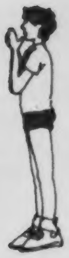
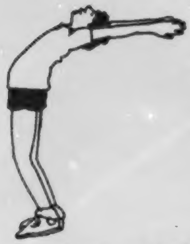
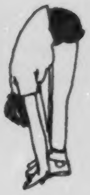


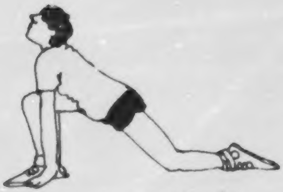
a. Stand relaxed, with feet together and arms at your sides or folded in front of the chest in a prayer position. □



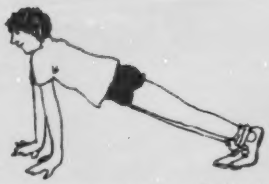
b. ■ Raise your arms over your head and stretch back as far as you comfortably can.



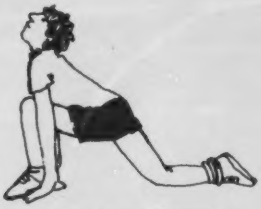
c. □ With the knees slightly flexed, bend forward with your head as close as possible to your knees with your hands (or fingertips) on the floor.



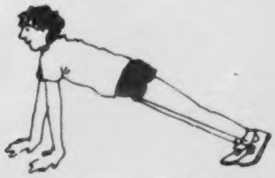
d. ■ Flex your knees and transfer your weight to your hands. Stretch your left leg backwards with your toes on the floor. With your right knee bent at a 90 angle, keep your right foot flat on the floor between your hands. □



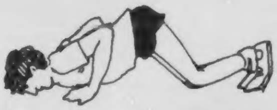
e. ■ Stretch your right leg back with your body in a straight line from head to heels (a push-up position). Hold this position. □



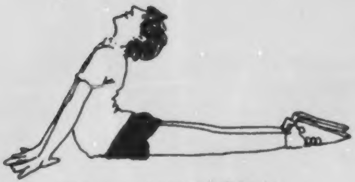
f. ■ Bring your left leg forward as in "d" above. □



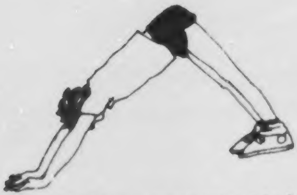
g. ■ Stretch your left leg back as in "e" above.



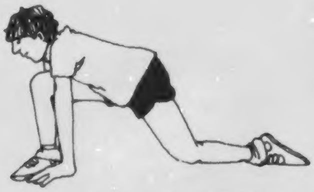
h. □ Lower your body to the floor, keeping your bottom in the air and allowing only eight points to touch the floor: forehead, two hands, chest, two knees, and toes.



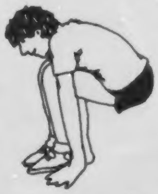
i. ■ With your hands slightly in front of your head, bend backward at the waist, supporting yourself on your hands, knees, and toes. Hold this pose as you gently stretch backwards. Breathe in and out a few times.



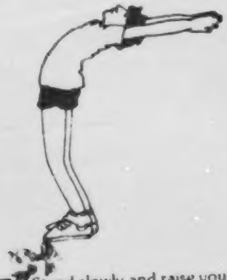
j. □ With your hands outstretched, raise your knees and lift your bottom into the air. Keep your hands and feet flat on the floor. Gently stretch your heels downward if they rise up. Hold this position while breathing in and out a few times.



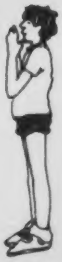
k. ■ Bring your right leg forward and tuck your knee under your chin. □



l. ■ Bring your left leg forward so that both feet are between your hands with your chin pressed against your knees. □



m. ■ Stand slowly and raise your arms over your head as you did initially. Stretch backwards.



n. □ Return to your starting position. Relax and breathe deeply several times.

■ **breathe out**
□ **breathe in**

DIMENSION 2
EATING WELL

How often we've heard it, "You are what you eat!" Yet it's true!

Did you know that every minute of every day, three billion cells in your body are being replaced by new ones? These new cells are built from the nutrients in the food you eat. What these nutrients do throughout your body, and how they interact with each other, will make you different from every other person.[4]

Many of us are very unaware of and unresponsive to the nutritional value of what we eat, with the result that unknowingly we may be overfed yet are undernourished. This should not be surprising when we consider that supermarkets are designed in ways that promote impulse buying of processed and convenience foods, or that advertising is almost exclusively devoted to foods high in fat, saturated fat, cholesterol, refined and processed sugar, and salt. Only 3% of advertising time in a recent study of TV commercials was devoted to fruit and vegetables — and of this .7% to fresh fruit and juices and none to vegetables.

Further, the fiscal 1979 budget of the FDA's Bureau of Foods Division amounted to $88,565,000; by contrast, Coca Cola's advertising budget for 1978 was $138,800,000!

As with regular exercise, proper nutrition is necessary to keep the body healthy and free from disease. A U.S. Senate Select Committee on Nutrition and Human Needs in 1975 identified 5 of the 10 leading causes of death as being diet-related. These five are diseases of the heart, cerebrovascular disease, diabetes mellitus, arteriosclerosis, and cirrhosis. Most of us are aware also of the vast amount of research underway to examine the relationship between food substances and cancer.

There is an option. Each one of us can learn more about what proper nutrition entails, tune out the onslaught of the media and peers ("Wanna grab a hamburger and fries?"), and act nutritionally in our behalf. The payoff? We'll be healthier, live longer, save money from needless doctor bills... we'll feel better, look better, discover a whole new world of eating... and, of course, have more of the right kind of energy to enjoy life.

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None of us can become nutritional experts overnight. The attempt to understand and assimilate the vast amounts of current literature on the subject of nutrition, all written by "experts" often with conflicting views, is a nearly impossible feat. At best we can begin to explore new knowledge and determine what seems right for us. Some resources listed in the final section offer reliable and easy-to-read information in this direction.

Although there is a tremendous controversy about what constitutes "proper" nutrition, we are attempting to work with the seven "Dietary Goals for the U.S." set by the Senate Subcommittee on Nutrition and Human Needs after many years of study. You may wish to consider these along with the final four we have added to the list as a framework for your exploration of a more suitable personal nutrition program as well as for the development of nutrition-oriented activities for your campers:

1. Avoid overweight
2. Increase consumption of complex carbohydrates
3. Reduce consumption of refined and processed sugars
4. Reduce overall fat consumption
5. Reduce saturated fat consumption
6. Reduce cholesterol consumption
7. Reduce intake of salt
8. Limit or eliminate caffeine consumption (coffee, tea, cola)
9. Limit or eliminate alcohol
10. Limit or eliminate processed foods, imitation or synthetic foods
11. Drink 4 to 8 glasses of water a day

Good Eating Guide

Purpose:

To attune campers to elements of good nutrition through analysis of foods eaten at camp.

Participants:

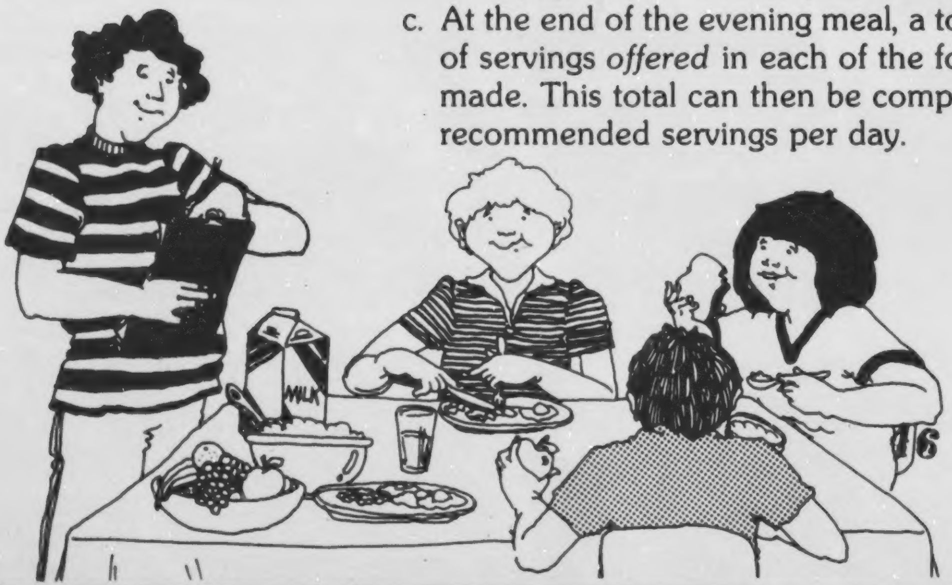
Counselor and campers at mealtimes.

Materials:

"New American Eating Guide" published by the Center for Science in the Public Interest (or equivalent nutritional guide); nutritional chart (sample included).

Procedure:

1. Ensure that the "New American Eating Guide" is visibly posted in the dining area. Counselor should review the Guide with campers, highlighting the four food groups, the recommended servings per day, and the presence of saturated fats, sugar, salt, and cholesterol in certain foods.
2. Next, review the Nutrition Chart with the campers. Note the following features and directions:
   a. Any number of days can be used in this activity, although all three meals must be followed on the day chosen.
   b. When a serving of a food in each group is available, a check (✓) is placed along the row designating the food group and down the column for the particular meal. Thus, if bacon and eggs were served with orange juice, milk, oatmeal, and white toast for breakfast, two checks would appear in Group I, one in Group II, one in Group III, and two in Group IV.
   c. At the end of the evening meal, a total of the number of servings *offered* in each of the four food groups is made. This total can then be compared with the recommended servings per day.



Of course, each camper may have eaten more or less than the servings indicated, depending on his or her choices during the day. Individual campers should be encouraged to make this comparison.

   d. The food offerings can also be analyzed in terms of their sugar, fat, salt, cholesterol, and refined grains contents. Using the breakfast example above, checks would be placed in the saturated fat (bacon, eggs, whole milk), cholesterol (eggs), and refined grains (white bread) rows.

3. One camper at the table should complete the chart for each meal. Volunteers should be sought, and a rotating schedule worked out.
4. Some possible discussion questions relating to this activity include:
   a. Which of the four food groups do campers most often eat from? Is this due to personal preferences or the availability of foods?
   b. As a result of evaluating the food offerings at camp and how one chooses from among those offerings, what changes (if any) do the campers intend to make in their eating habits?
   c. Do the campers feel that the daily camp menu provided them with sufficient food choices in each of the four food groups? What recommended changes would they make?

Counselor Notes:

It is very important that food service personnel be familiar with this activity. Their support and cooperation is very important in areas that touch directly on the camp menu.

It is recommended that a boxed container be located in the dining hall for storage of the charts between meals. Lamination of the charts will also serve to protect them for continued usage.

Nutrition Chart

	Day 1				Day 2				Day 3				Day 4			
Foods	**B**	**L**	**D**	**Total**	**B**	**L**	**D**	**Total**	**B**	**L**	**D**	**Total**	**B**	**L**	**D**	**Total**
GROUP I Beans, Grains & Nuts (4 or more servings/Day)																
GROUP II Fruits & Vegetables (4 or more servings/Day)																
GROUP III Milk Products (Children 3 to 4 servings/Day Adults 2 servings/Day)																
GROUP IV Poultry, Fish, Meat & Eggs (2 servings/Day)																
High in Added Sugar																
High in Saturated Fat																
High in Salt/Sodium																
High in Cholesterol																
Refined Grains																

WELLNESS ACTIVITY II-2

Caloric Intake and Expenditure Measurement

Purpose:

To learn how to determine the amount of calories consumed and expended in order to maintain an appropriate balance between intake of food and exercise.

Participants:

Counselor and campers (recommended age: 10 and up).

Materials:

Copies of attached chart.

Procedure:

1. Make a list of all the food you've eaten in the last 24 hours. Have campers share their answers to aid each other in recall.
2. Use the chart to determine appropriate calories consumed. If a food is not listed on the chart, estimate the number of calories based upon foods that are listed.
3. Estimate the number of calories you have burned through your activities during the last 24 hours. Be sure to compute your expenditure on the basis of the approximate amount of time you maintain the activities. Notice the relationship between your caloric intake and expenditure.
4. Discussion questions:
   Why do we need calories? What happens when we consume more (less) calories than we expend during a day? As we grow older, do we need more or fewer calories? Why? What types of activities use the most calories? The least? Do people living similar lives use similar amounts of calories? Why or why not?

Calorie Counter

Fruits and Juices

	Size of portion	Calories
apple	1 medium	76
banana	1 medium	88
cantaloupe	½ medium	37
fruit mix	½ cup	100
grapefruit	½ medium	75
orange juice	½ cup fresh	58
peach	1 medium	46
pear	1 medium	95
raisins	¼ cup	215
strawberries	1 cup raw	54

Breads and Cereals

biscuit	1 medium	129
bread, white	1 slice	63
bread, whole wheat	1 slice	55
cereal, cooked	½ cup	74
cereal, ready to eat	1 cup	100
pancake	1 thin	59
rice	½ cup cooked	101
spaghetti	½ cup cooked	109
rolls, plain	1 medium	118
rolls, sweet	1 medium	178
waffle	1 medium	216

Salads

coleslaw	½ cup	51
potato salad	½ cup	200
tossed salad	½ cup	50

Meat, Eggs, Cheese

Bacon, crisp	2 strips	97
beef, chuck	3 oz.	265
cheese, American	1" cube (1 oz.)	113
cheese, cottage	½ cup	107
chicken, fried	3 oz. meat—avg. serving	169
egg, boiled or poached	1 medium	106
egg, scrambled	1 medium	77
tuna, canned	3 oz.	247
frankfurter	1 medium	124
ham, baked	3 oz. no bone	339
hamburger	3 oz.	316
luncheon meat	2 medium slices	165
steak, round	3 oz. no bone	197
steak, sirloin	3 oz. no bone	257

Popular Main Dishes

	Size of portion	Calories
chicken pie	1 pie, 3¼" diameter	350
chop suey, American	1 cup	400
macaroni and cheese	1 cup	464
beef and vegetable stew	1 cup	252
pizza pie	4" diameter	185
soup, vegetable	1 cup	82
spaghetti, Italian style	1 cup + 1 oz. cheese	331

Vegetables

Asparagus	½ cup spears	21
Beans, dry	½ cup cooked plain	115
beets	½ cup	34
cabbage	½ cup	20
carrots, cooked	½ cup, diced	22
carrots, raw	one 5½" long	21
celery, raw	three 5" stalks	9
corn, cooked	½ cup	70
greens	½ cup	20
lettuce, head	¼ oz.	17
peas	½ cup cooked	55
potato, baked	1 medium size	97
potato, mashed	½ cup	120
potato, french fried	8 avg. size	157
tomatoes, fresh	1 medium, raw	30
tomatoes, canned	½ cup	23

Beverages

carbonated, cola type	8 oz. or 1 cup	107
cocoa, with whole milk	1 cup	236
coffee, black	1 cup	—
milk, whole	1 cup	166
milk, skim	1 cup	86
tea, plain	1 cup	—

Fats

butter or margarine	1 tablespoon	100
cream, coffee (20%)	1 tablespoon	30

Some Major Culprits

candy bar, milk chocolate	1 bar, 1.6 oz.	250
chocolate candy + nuts	1 piece (1 oz.)	151
jam, jellies	1 tablespoon	55
malted milk	1 cup	281
nuts, cashew	1 oz.	164
peanuts	10 kernels or 1 tablespoon	50
soda with ice cream	1 large glass	325
sundae, chocolate	½ cup ice cream, 2 tbsp. sauce	330
whipping cream	1 heaping tablespoon	49
sugar	1 tbsp.	48

Energy Expenditure By 150 Pound Person

Activity	Gross Energy Cost Calories per Hour
A. Rest and Light Activity	50-200
Lying down or sleeping	80
Sitting	100
Driving an automobile	120
Standing	140
Domestic work	180
B. Moderate Activity	200-350
Bicycling (5½ mph)	210
Walking (2½ mph)	210
Gardening	220
Canoeing (2½ mph)	230
Golf	250
Lawn mowing (power mower)	250
Bowling	270
Lawn mowing (hand mower)	270
Fencing	300
Rowboating (2½ mph)	300
Swimming (¼ mph)	300
Walking (3¾ mph)	300
Badminton	350
Horseback riding (trotting)	350
Square dancing	350
Volleyball	350
Roller skating	350
C. Vigorous Activity	over 350
Table tennis	360
Ditch digging (hand shovel)	400
Ice skating (10 mph)	400
Wood chopping or sawing	400
Tennis	420
Water skiing	480
Hill climbing (100 ft./hr.)	490
Skiing (10 mph)	600
Squash and handball	600
Cycling (13 mph)	660
Scull rowing (race)	840
Running (10 mph)	900
Swimming	680

My Ten Most Favorite Foods

Purpose:

This values strategy permits campers to think about their favorite foods in terms of their nutritional value.

Participants:

Counselor and campers (recommended age: all).

Materials:

A piece of paper and a pencil/pen for each camper.

Procedure:

1. Ask the campers to list their ten favorite foods on a piece of paper.
2. Next to each food listed, ask them to:
    a. Circle the food you could most easily do without for one year.
    b. Mark a plus next to each food that's relatively high in nutrients.
    c. Indicate with a dash those foods high in calories and low in nutrients ("empty calories").
    d. Star those foods low in calories.
    e. Use a check mark to code those foods you eat too much of or too often.
    f. Put the number 5 by the foods that would *not* have been on your list five years ago.
    g. Put an X next to "junk" foods.
    h. Put the letter "T" by those foods which are good for your teeth; and the letter "B" by those foods which are bad for your teeth.
    i. Put the letter "H" by those foods which are good for your heart; and the letter "N" by those foods which are not.

3. After the campers have had time to study their codings, the following discussion questions can be asked. (Remember that value questions involve personal choices. Opportunities to share responses are important, but more important is the right of each person to share only what he or she chooses to.)
   a. Did you learn anything about your food attitudes from this exercise?
   b. Are all of the food groups represented in your ten foods? (The counselor will probably need to review the food groups.) Are the foods distributed equally, or do they appear more often in certain groups?
   c. As a result of this exercise, is there anything you would like to do to change your eating habits and preferences?
   d. How can others (friends, counselor, family) help you make those changes?

Counselor Notes:

Here's a list of true/false questions to supplement this activity. Read the questions aloud and have campers respond on their paper. Discuss the answers.

1. I am concerned about the quality of the food I eat.
2. I usually consider nutrition when I choose a food.
3. The food I eat affects my health.
4. The food I eat affects my appearance.
5. The food I eat will affect my future health.
6. I eat too much of certain foods.
7. I eat too little of certain foods.
8. I should improve my diet.
9. I am willing to try new foods.
10. I am willing to cut out foods that aren't good for me.
11. I try to learn to like healthful foods.
12. I take good care of my body.
13. I generally have enough energy to enjoy the things I do and to do the things I enjoy.

Adapted from Osman, Jack D. "Teaching Nutrition With A Focus on Fitness", NUTRITION NEWS, April, 1973, National Dairy Council.

WELLNESS ACTIVITY II-4

Enjoying Foods

Purpose:

To raise the camper's consciousness of the qualities of specific foods. To help camper become conscious of his/her mood towards the food experience and understand how this mood affects both the selection and digestion of food.

Participants:

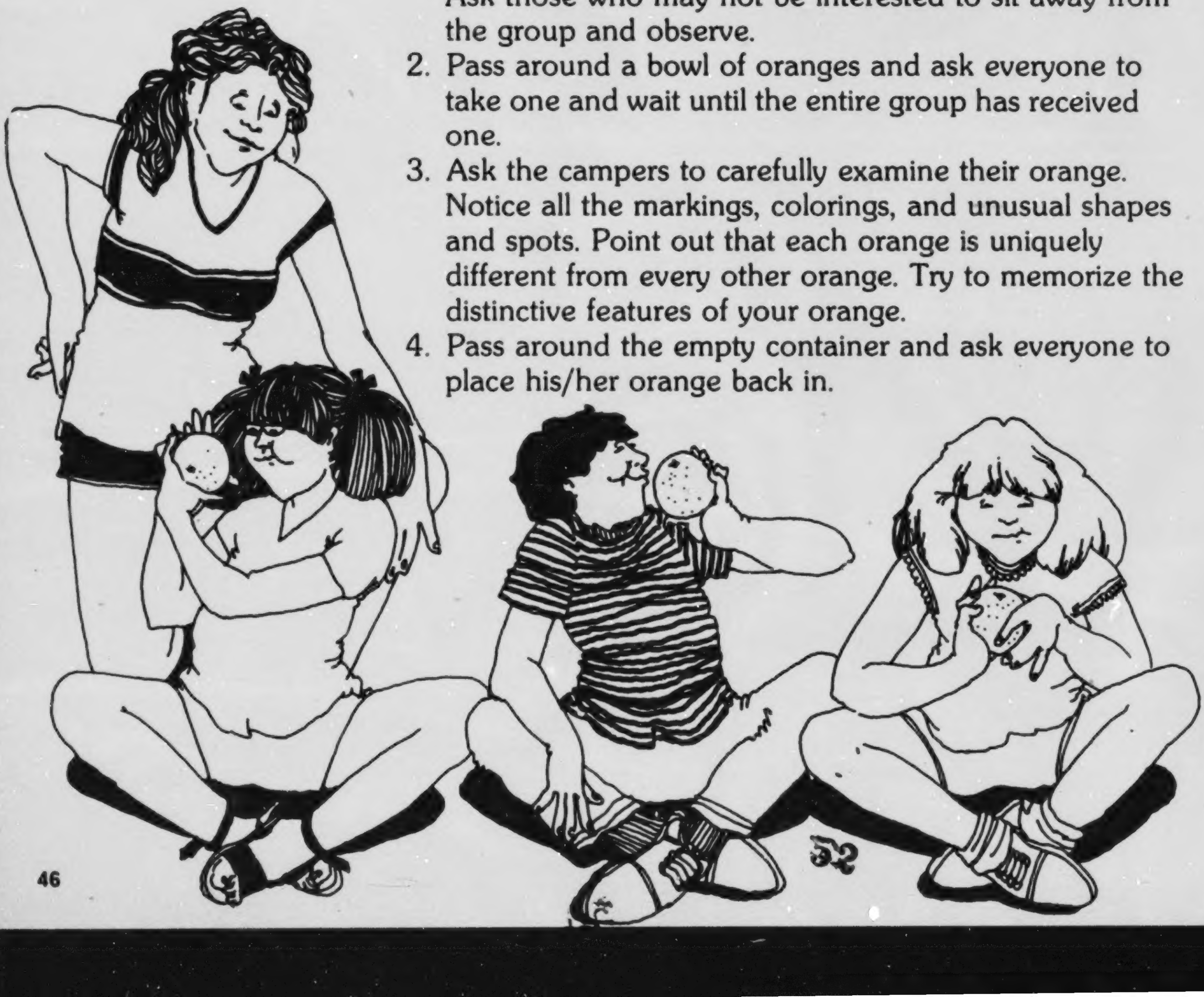
Counselor and campers (recommended age: all). This activity can be done in a group of any size, with each camper directly experiencing his or her own food.

Materials:

A specific fruit or vegetable, particularly one which is eaten often; carrots and oranges are used as examples in this activity.

Procedure—Orange Exercise:

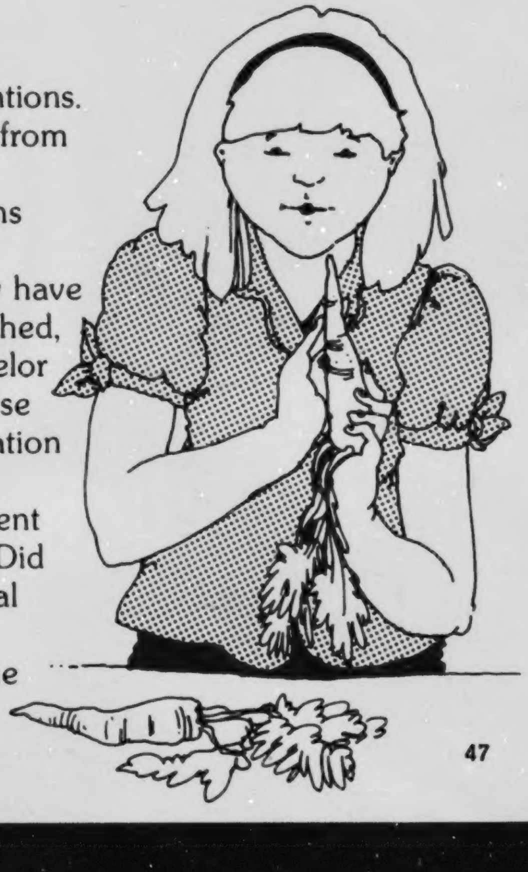
1. Campers must be sitting quietly with serious intentions. Ask those who may not be interested to sit away from the group and observe.
2. Pass around a bowl of oranges and ask everyone to take one and wait until the entire group has received one.
3. Ask the campers to carefully examine their orange. Notice all the markings, colorings, and unusual shapes and spots. Point out that each orange is uniquely different from every other orange. Try to memorize the distinctive features of your orange.
4. Pass around the empty container and ask everyone to place his/her orange back in.



5. After mixing the oranges, pass the bowl around again and ask each camper to find his/her "own" orange. (While this is happening, observe the behavior patterns particularly if disagreements arise. Let campers settle differences by themselves; do not intervene unless mediation becomes necessary. After the activity is completed, ask campers to recall their behaviors. How did they settle any differences? Were they cooperative? How do people in general resolve disagreements?)
6. Once reclaimed, ask campers to silently communicate with their orange. Think about the tree on which their orange grew, and the life-giving powers of the sun, rains, and soils which nourished that tree.
7. When you feel a close bond has been created between each camper and his/her orange, ask everyone to slowly peel the skin away from the food within.
8. After tasting their "own" orange, campers can then share sections with other members of the group. Encourage them to be aware of differences in taste and texture.
9. A general discussion of the experience can follow. In addition to sensitizing campers to the value of a particular food, this exercise can lead into a discussion of individual differences and the special value of all life forms.

Carrot Exercise:

1. Campers must be sitting quietly with serious intentions. Ask those who may not be interested to sit away from the group and observe.
2. Give one carrot stick to each camper. (Carrot skins should not be peeled).
3. Do not allow campers to bite the carrot until they have (in three to five minutes) examined, smelled, touched, and otherwise experienced the carrot. The counselor should carefully guide the campers in each of these experiences. There must be no verbal communication until the exercise is completed.
4. Ask campers how this food experience was different from their usual attitude towards eating a carrot. Did they experience new tastes? Did they feel a special relationship with the carrot? (This will very often happen in the orange exercise.) Did they enjoy the experience? How might this exercise affect their attitudes towards eating in general?



A Nutritional Cooking Center
("The Incredible Edible House")

Purpose:

To give campers the opportunity to prepare and enjoy nutritious foods.

Participants:

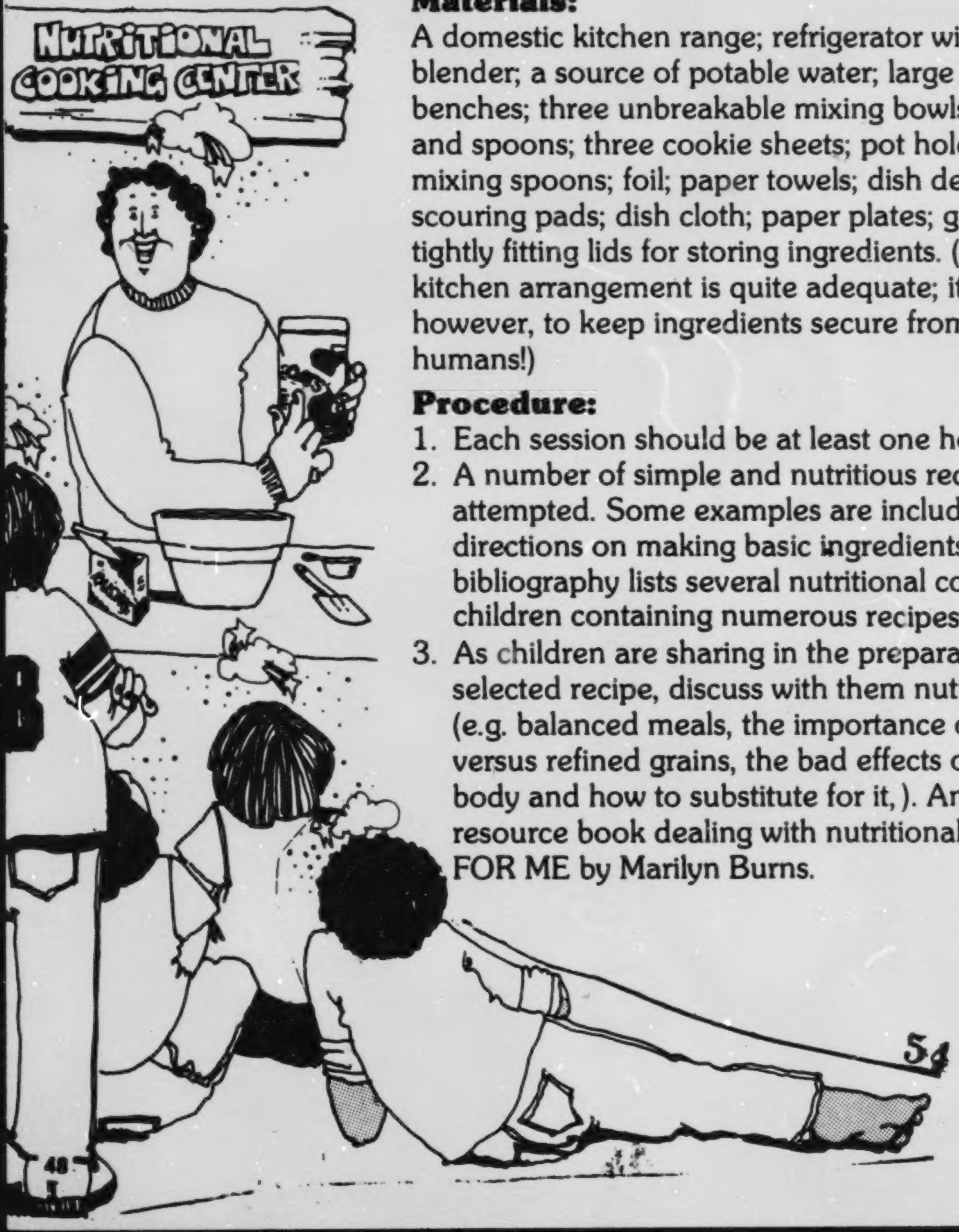
Counselor and campers (recommended age: all), not exceeding ten. Any counselor may assist, but a single individual with a background in nutrition should direct the program.

Materials:

A domestic kitchen range; refrigerator with freezer; food blender; a source of potable water; large table and benches; three unbreakable mixing bowls; measuring cups and spoons; three cookie sheets; pot holders; spatula; mixing spoons; foil; paper towels; dish detergent; dish pans; scouring pads; dish cloth; paper plates; garbage cans with tightly fitting lids for storing ingredients. (A primitive kitchen arrangement is quite adequate; it is important, however, to keep ingredients secure from animals, and humans!)

Procedure:

1. Each session should be at least one hour in length.
2. A number of simple and nutritious recipes can be attempted. Some examples are included here (including directions on making basic ingredients!). The resource bibliography lists several nutritional cookbooks for children containing numerous recipes.
3. As children are sharing in the preparation of their selected recipe, discuss with them nutritional concepts (e.g. balanced meals, the importance of whole grains versus refined grains, the bad effects of sugar on the body and how to substitute for it,). An excellent resource book dealing with nutritional topics is GOOD FOR ME by Marilyn Burns.



4. Distribute the jobs required for preparation of the food among the campers, and let the campers take an active part in that preparation. This is an important time for campers to think about food and nutrition. Spontaneous questions and discussions will be common. An informal, hands-on atmosphere is a must!
5. The food that is prepared can be eaten immediately, saved for a snack, taken to the dining hall to supplement a meal, packed away for an overnight, or shared with others.
6. Provide campers with a copy of the recipe to take home with them and share with their family.

Grinding Wheat To Make Flour

Purpose:

To demonstrate to campers how wheat flour is produced from wheat seeds.

Participants:

Maximum of ten campers with a counselor.

Materials:

Wheat on sheaf (if available); kernels of wheat; processed white flour; cracked wheat bran; wheat germ; wheat grinder; sieve or sifter; bowl; microscope or magnifying glass.

Procedure:

1. Examine the wheat on the sheaf. Look at the grain through a microscope or magnifying glass (if available). Discuss how wheat is thrashed to separate seeds or grains from the straw or husks. Discuss how it is then winnowed to separate the chaff from the grain.
2. Place the kernels of wheat in a wheat-grinder. Allow each camper a turn putting in the wheat and turning the handle of the mill.
3. Sift the ground wheat. The coarse part can be used as cereal (cracked wheat) and the flour for making bread or cookies.
4. Sift the flour and compare the color and texture of the wheat which does not go through the sifter with the flour that is sifted out. What part of the wheat is permanently in the sifted flour? What part is in the coarser wheat?
5. Retain the wheat flour for future baking (refer to recipes listed in the "Nutritional Cooking Center" exercise).
6. Discuss the different parts of the wheat.
   a. The germ has the most food value.
   b. The bran has the second largest amount.
   c. In whole grain cereal, all of the wheat is included.
   d. In refined cereal, the bran and wheat germ are removed.
   e. In enriched bread and cereal, some of the vitamins and minerals are put back in.
7. Compare the wheat flour with the commercial white flour. What is the difference? Which is more nutritious? What is the difference between white and brown (whole-wheat) bread?

Growing Sprouts

Materials:

Quart size jar; 2 layers of nylon net, 2 rubber bands; ⅓ cup of alfalfa or wheat berry seeds.

Procedure:

1. Pick over the seeds carefully, choosing only clean whole seeds for sprouting. Wash the seeds carefully, then place in a jar and cover with screen, mesh, gauze, or cheesecloth. Cover the seeds with lukewarm water. Let stand overnight.
2. Rinse thoroughly, pouring off the excess water. Place jar on its side, so that seeds form a thin layer, in a dark place where it's warm and humid.
3. Rinse the sprouts 4 times a day by pouring lukewarm water into the jar, swirling around, and pouring out the excess. Seeds should be kept moist but not wet. Sprouts will develop in 3 to 5 days. Remove before rootlets appear.
4. Sprouts can be eaten on sandwiches or served with salads.

Making Yogurt

Materials:

Crock or earthenware bowl (1½ quart size); measuring spoon; stirring spoon; saucepan; thermometer (optional); milk (1 quart); culture consisting of 4 tablespoons plain yogurt (use brand without additives).

Procedure:

1. Heat milk until warm but not boiling (110 F.). Pour into crock or earthenware bowl. Cool until a little warmer than lukewarm.
2. Add yogurt (which should be at room temperature). Stir gently until well blended. Cover bowl completely with a warm blanket. Let stand for at least five hours or overnight at room temperature.
3. Place in refrigerator.
4. Once refrigerated, yogurt can be served plain or sweetened with fruit or honey. Yogurt is a nutritious addition to any meal.

Note: For economy and less saturated fat, skim milk made from powdered milk combined with evaporated milk may be used to make yogurt. Reconstitute both according to instruction on can or package. Use about two-thirds skim milk to one-third evaporated. (For one quart, use three cups reconstituted evaporated milk plus four additional tablespoons of powdered milk. Proceed as with milk.)

Making Peanut Butter

Materials:

Peanuts; peanut, soy, safflower, or corn oil; salt; bread or celery; oven (if peanuts are raw); shallow pan; blender; bowl.

Procedure:

1. Ask campers to remove peanuts from shells and remove the brown skins.
2. If peanuts are raw, spread them in a shallow pan and place them on the middle rack of a preheated oven, baking for 30 to 35 minutes. Stir occasionally during baking.
3. Put about 1½ tablespoons of oil in a blender. Gradually add about one cup peanuts and sprinkle lightly with salt. (If a blender is not available, a food grinder may be substituted; the resulting peanut butter will be more coarse and crunchy in texture.)
4. Serve the peanut butter on bread or stuff into celery (the addition of raisins makes a delightful snack, called "Ants on a Log"!).
5. The peanut butter can be stored in a jar with a tight-fitting cover and taken to the dining hall at meal-time. If commercial peanut butter is ordinarily used, ask the campers to compare the taste and texture. Also ask them to read the label. Can they note any difference in the ingredients? (The commercial peanut butter will probably list two ingredients not used in the above recipe: hydrogenated peanut oil and sugar.)
6. Encourage the campers to try this recipe at home with their family. Can they think of other foods which they might more "naturally" produce in their home?

Making Raisins

Materials:

Fresh, ripe, firm seedless Thompson grapes; scales (optional); bowl of water; plastic-covered trays or paper plates; pieces of clean cheesecloth or wire screen large enough to cover the trays; glass container with tight-fitting lid.

Procedure:

1. Weigh the grapes and record the weight. Save a few for comparison later.
2. Place raisins in container of water and wash them thoroughly. Remove grapes from water and blot them with a towel.
3. Remove grapes from stem and spread one layer of grapes evenly on the tray. Cover the tray with the cloth or screen to keep insects and dust from getting on the grapes. Fasten the cloth so it will not blow off.
4. Place the tray of grapes in direct sunlight to dry, away from dirt and dust and where air can circulate freely over and under the tray.
5. After four days, test the grapes for dryness by squeezing them in your hand. If there is not moisture on your hand and the grapes spring apart when the hand is opened, the grapes are dry enough. If not, test again the next day.
6. When grapes are dry, remove them from the tray and weigh them. Compare the weight of grapes before and after drying. How much water was lost?
7. Ask campers to compare the grapes and raisins in terms of color, form, texture, and taste.
8. Why are raisins good to eat? They are a good source of iron for healthy blood and provide fiber to prevent constipation.
9. Raisins can be stored in an air tight container in a cool, dry place and kept in prime condition for more than six months. Grapes will remain fresh in a refrigerator for three to five days.

Recipes

Familia

Ingredients:

3 cups quick oats; 1½ cups raw or toasted wheat germ; 1 (8 oz.) package dried apricots, cut up; 1 cup chopped nuts; 3 cups rolled wheat or wheat flakes; 2 cups raisins; 1 cup brown sugar (optional).

Mix everything together and store in jars in the refrigerator. You may substitute or add any dried fruits or nuts available. Any flaked grain may be used, such as bean, rye, etc. Familia is to be eaten raw with milk and honey.

Frozen Fruit Yogurt

Ingredients:

2 cups yogurt; 1 small can frozen concentrated fruit (orange or pineapple); 2 teaspoons vanilla.

Combine all ingredients, mix well and place in refrigerator tray to freeze.

Molasses Oatmeal Cookies

Ingredients:

⅓ cup oil; 3 tablespoons honey; 1 cup whole wheat flour; 1 teaspoon cinnamon; ⅛ teaspoon sea salt; ½ teaspoon ground ginger; ½ cup wheat germ; ½ cup raisins; ½ cup molasses; 2 eggs, lightly beaten; 1 teaspoon baking powder (optional); ½ teaspoon ground cloves; ½ teaspoon allspice; 2 cups rolled oats.

Preheat the oven to 375°. Beat together the oil, molasses, honey and eggs. Sift together the whole wheat flour, baking powder, cinnamon, salt, cloves, ginger and allspice. Stir in the wheat germ, rolled oats and raisins. Add oil mixture to dry ingredients and mix well. Drop by teaspoonfuls onto oiled baking sheet and bake eight to ten minutes or until done. Cool on a rack. Serves about four dozen cookies.

Sesame Seed Squares

Ingredients:

½ cup honey; ½ cup peanut butter; 1 cup powdered milk; ½ cup shredded coconut (unsweetened); 1 cup sesame seeds.

Heat honey and peanut butter. Add powdered milk, coconut, sesame seeds. Mix and pat into a square pan. Refrigerate to set. Cut into cubes.

CREATIVE FOOD EXPERIENCES FOR CHILDREN by Mary T. Goodwin and Gerry Pollen © 1970, 1975 pp 46, 56, 64, 75, 186, 189, 190. Reprinted by permission of the Center for Science in the Public Interest.

The Great Label Mystery

Purpose:

To encourage campers to understand food labels, particularly as they relate to the sugar and nutritional content of foods.

Participants:

Counselor and campers (recommended age: all).

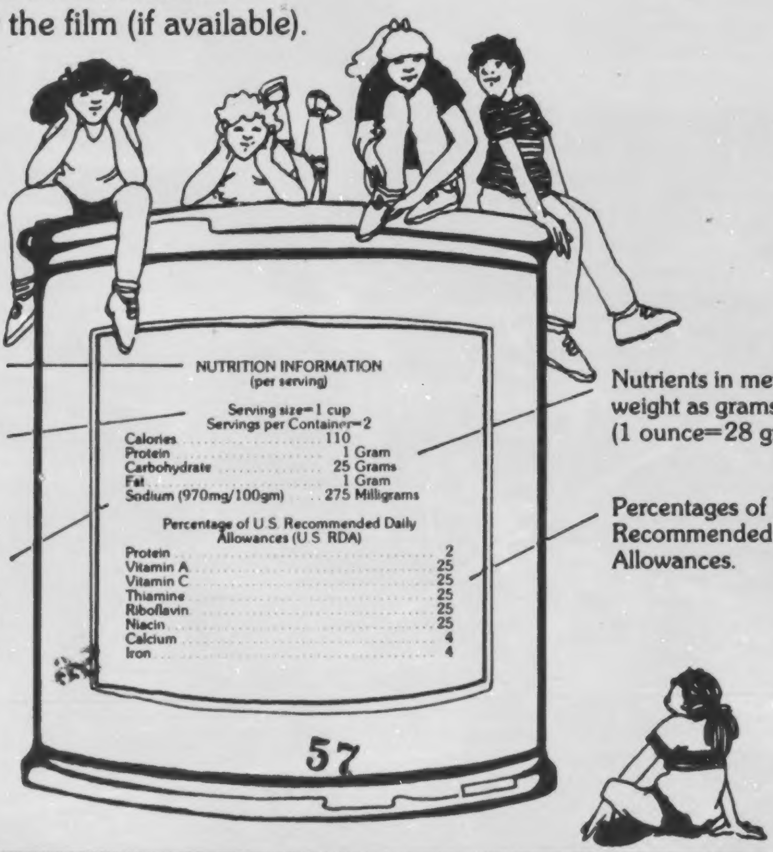
Materials:

a. Film, "Eat, Drink, and Be Wary" or "Look Before You Leap" (if available).

b. Packages and labels from a variety of foods: snack foods sent from home as "care" packages or purchased at camp, empty food cartons, cereal boxes, soft drink bottles, milk cartons, bread wrappers, etc.

Procedure:

1. Ask campers to guess what food has the following ingredients: sugar, citric acid, calcium phosphates, gum arabic, natural flavor, potassium citrate, vitamin C, cellulose gum, hydrogenated coconut oil, artificial flavoring, artificial color, Vitamin A, BHA.
   Answer: Tang instant breakfast drink.
2. Introduce and show the film (if available).



NUTRITION INFORMATION
(per serving)

Serving size=1 cup
Servings per Container=2

Calories	110
Protein	1 Gram
Carbohydrate	25 Grams
Fat	1 Gram
Sodium (970mg/100gm)	275 Milligrams

Percentage of U.S. Recommended Daily Allowances (U.S. RDA)

Protein	2
Vitamin A	25
Vitamin C	25
Thiamine	25
Riboflavin	25
Niacin	25
Calcium	4
Iron	4

Nutrients listed are for one serving.

Number of servings per container.

Labels may show amounts of cholesterol & sodium in 100 grams of food and in a serving.

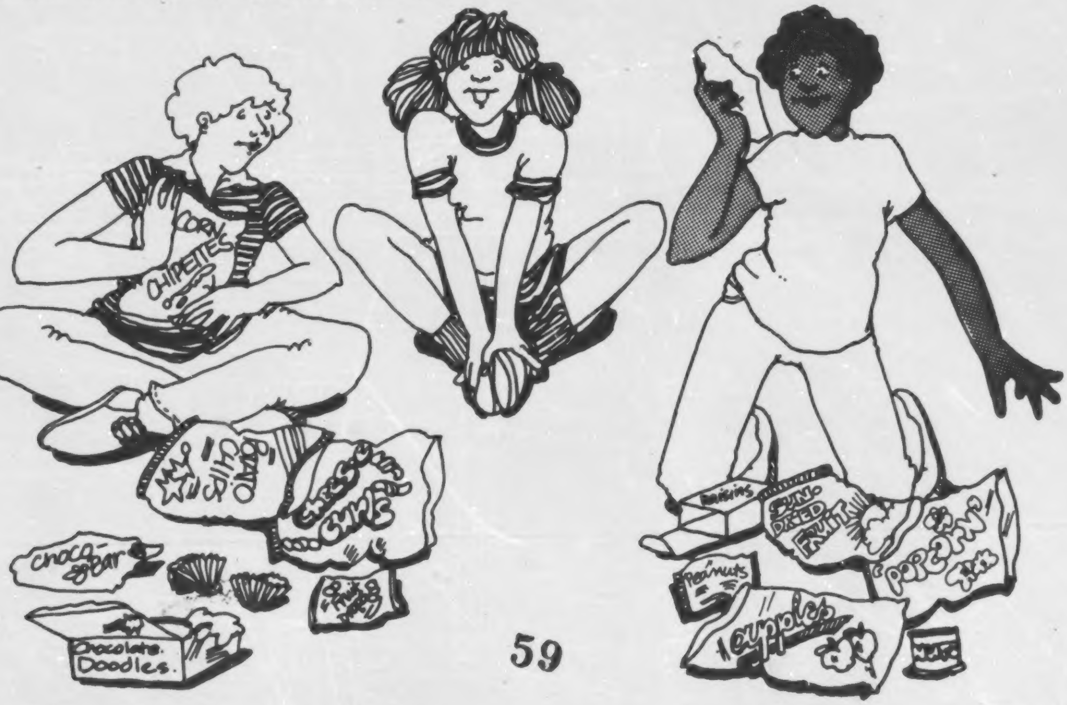
Nutrients in metric weight as grams (1 ounce=28 grams).

Percentages of U.S. Recommended Daily Allowances.

3. Ask campers to individually read aloud the ingredients on empty food containers. Point out that manufacturers of many foods are required by law to list all the ingredients in their products on the label in order of their weight. For instance, if sugar is listed first, it is the main ingredient; if wheat is listed second, it is the next in total amount in the food.
4. After campers have had a chance to examine the labels, begin a discussion with the following questions: What is the most common ingredient on the packages? (Note that sugar will appear most often.) Why is sugar necessary in our foods? Is so much sugar really needed?
5. Guide the campers through an understanding of the nutrition information appearing on the labels.
   a. Nutrition information is per serving. Labels give the size of a serving and tell how many servings are in the container.
   b. Calories are then listed, followed by the amounts in grams of protein, carbohydrates, and fat. Discuss why these are important to our diet.
   c. Protein is listed twice, in grams and as a percentage of the U.S. RDA (Recommended Daily Allowance). Explain what is meant by this concept (younger campers may not have an understanding of percentages).
   d. Seven vitamins and minerals must be shown in the same order on all nutrition labels.
   e. Other vitamins and minerals may also be listed.
   f. Listing of cholesterol, fatty acid, and sodium content is optional.
6. Discuss with campers how they might use the nutrition labels. Here are a few ideas:
   a. To plan more nutritious meals for you and your family.
   b. To get more nutrition for your food dollar by comparing nutrition values of different brands and foods.
   c. To select food for special diets recommended by physicians, such as for low sodium or low cholesterol.
   d. To count calories.
   e. To compare new foods with familiar ones.

7. As an alternative or supplementary activity, ask campers to gather together the packages from snack foods received from home or purchased at camp.
   a. Ask them what is meant by the term "junk food". (Food containing "empty calories"—calories having little or no nutritional value—is classified as "junk food".)
   b. Have the campers study the list of ingredients and then divide the snack foods into two groups: nutritious and non-nutritious. (Point out that sugar can be labeled in several ways: molasses, sucrose, dextrose, corn syrup, etc.)
   c. Begin a discussion of the number and variety of chemical additives which enhance color, flavor and texture or act as preservatives.
   d. Encourage campers to think of healthful snacks as alternatives to "junk foods".
   e. Allow campers to plan and prepare a nutritious campfire snack such as baked apples, "gorp" (chopped nuts, raisins, dried fruits, sunflower seeds, etc.), "ants on a log" (raisins on celery stuffed with peanut butter), popcorn, baked potato, etc.

Counselor Notes:
Background information on food and nutrition can be found in a variety of sources. A condensed, informative, and readable source is the "Midget Encyclopedia of Food and Nutrition" available from the Center for Science in the Public Interest. A series of five pamphlets contain facts on food additives; the harmful effects of salt, sugar, and fat on our bodies; the food processing industry; and a sampling of nutritious foods.



WELLNESS ACTIVITY II-7

Nutrition and Advertising

"And Now a Word from Our Sponsor"

Purpose:

To examine the influence that commercials and advertising have on our eating habits and food preferences.

Participants:

Counselors and campers who feel comfortable participating in skits which may be shared with larger groups at meals, campfires, etc. (recommended age: all).

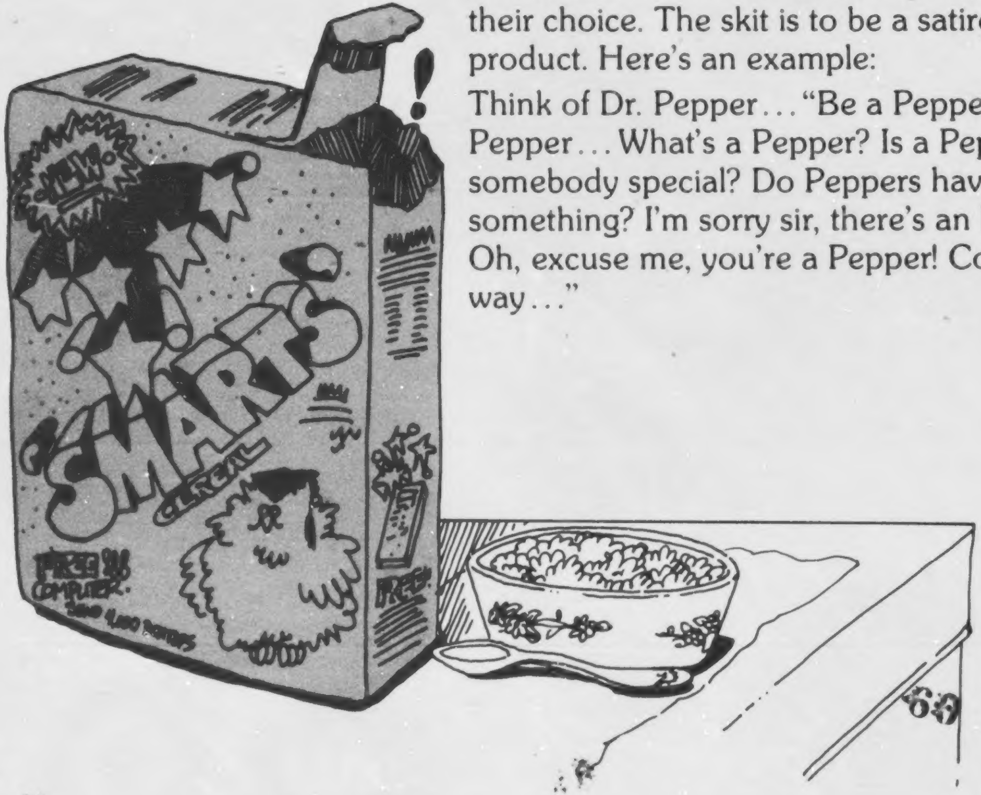
Materials:

Simple props that fit the skit; magazines with food advertisements or labels from foods which advertise the contents.

Procedure:

1. Ask campers to think about food commercials that they have seen on television or heard on the radio. What type of products are most often advertised? Who determines what is advertised? Can they ever recall a commercial for fresh fruits or vegetables? Why or why not?
2. Have campers divide into small groups and give them ten minutes or more to develop a skit on a product of their choice. The skit is to be a satire, poking fun at a product. Here's an example:

   Think of Dr. Pepper . . . "Be a Pepper, Drink Dr. Pepper . . . What's a Pepper? Is a Pepper supposed to be somebody special? Do Peppers have special rights or something? I'm sorry sir, there's an hour wait for a table. Oh, excuse me, you're a Pepper! Come right this way . . ."



3. After each group has presented its skit, ask the campers to think of methods used by food companies to get children and adults to desire certain products. Some examples: a special prize in a cereal box; the promise that they will have a strong body; a leading sports personality or familiar cartoon character used in the commercial...
4. Have the campers think of nutritious foods which receive little advertising time. Ask them to work out and dramatize their own commercial for such foods.
5. Some possible discussion points:
   a. Packaging of products often exceeds the size of the contents. Why?
   b. Food advertisements are often geared towards persuading people to buy products for reasons other than their nutritional value. What are some of the reasons?
   c. Nutrition information, other than the Federally required label, may be misleading or inaccurate. Can campers think of any examples?(The "Sugar Story" on "Captain Crunch" boxes is one).
   d. Ask campers what is meant by adjectives like "all natural", "healthy", "wholesome", etc. What are some others that we should be aware of?
   e. Ask each camper to recall his/her favorite brand of cereal, drink, snack, bread... What makes us choose certain foods and ignore others? How large a role does advertising play?

Silent Meal

Purpose:

To experience a fuller awareness of eating.

Participants:

This activity should take place during a regular meal with instruction being given before entering the dining area. To be effective, everyone must participate, including kitchen personnel.

Materials:

A meal

Procedures:

1. With an advance notice, ask all participants to come to the eating area without talking and in a relaxed, unhurried manner. Ask that no one talk for a predetermined length of time during the meal and make no attempt to distract others through gestures.
2. Contain yourself in a private world with your meal.
3. Use all of your senses to be aware of your food; smell the aroma of each item and the combined aroma of all the foods, look carefully at the colors and textures of the food, feel the bread and other finger foods, notice how each food feels in your mouth, and experience the temperature of each food.
4. While eating, be aware of the amount of food you put into your mouth. Chew slowly. Feel the different textures in your mouth (soft, crunchy, stringy, tough, etc.). Notice how it feels going down and when you begin to feel full.
5. After leaving the table, discuss what you noticed in eating that you had never noticed before. How long did it take you to eat compared to usual? Did you eat as much as usual? What properties did you find in your food?

Counselor Notes:

Wellness Activity II-4 ("Enjoying Foods") is an excellent prelude to the "Silent Meal".

Also, to encourage slower eating you might try the following. Instruct campers to return the fork or spoon to the table after taking each bite of food. Only after completely chewing and swallowing each bite can they again use the fork or spoon. This slow consumption of food prevents one from gulping and consuming large quantities of food. In addition, it will take more than twenty minutes to eat a meal which is sufficient time to allow blood sugar to rise and to permit one to feel a normal level of satiety (sensation of hunger or being full).

Or, to encourage appetite control, try this approach. After campers have finished their first serving, they are to wait at least fifteen minutes until they can ask for a second serving. These fifteen minutes allow for the rise in blood sugar that occurs after eating. The brain is then capable of sensing the rise in blood sugar and the person will feel less hungry. In many cases their hunger will be reduced and they will not feel the need to eat more food. This 15 minute rule can help reduce overeating.

DIMENSION 3
TAKING CARE OF OURSELVES

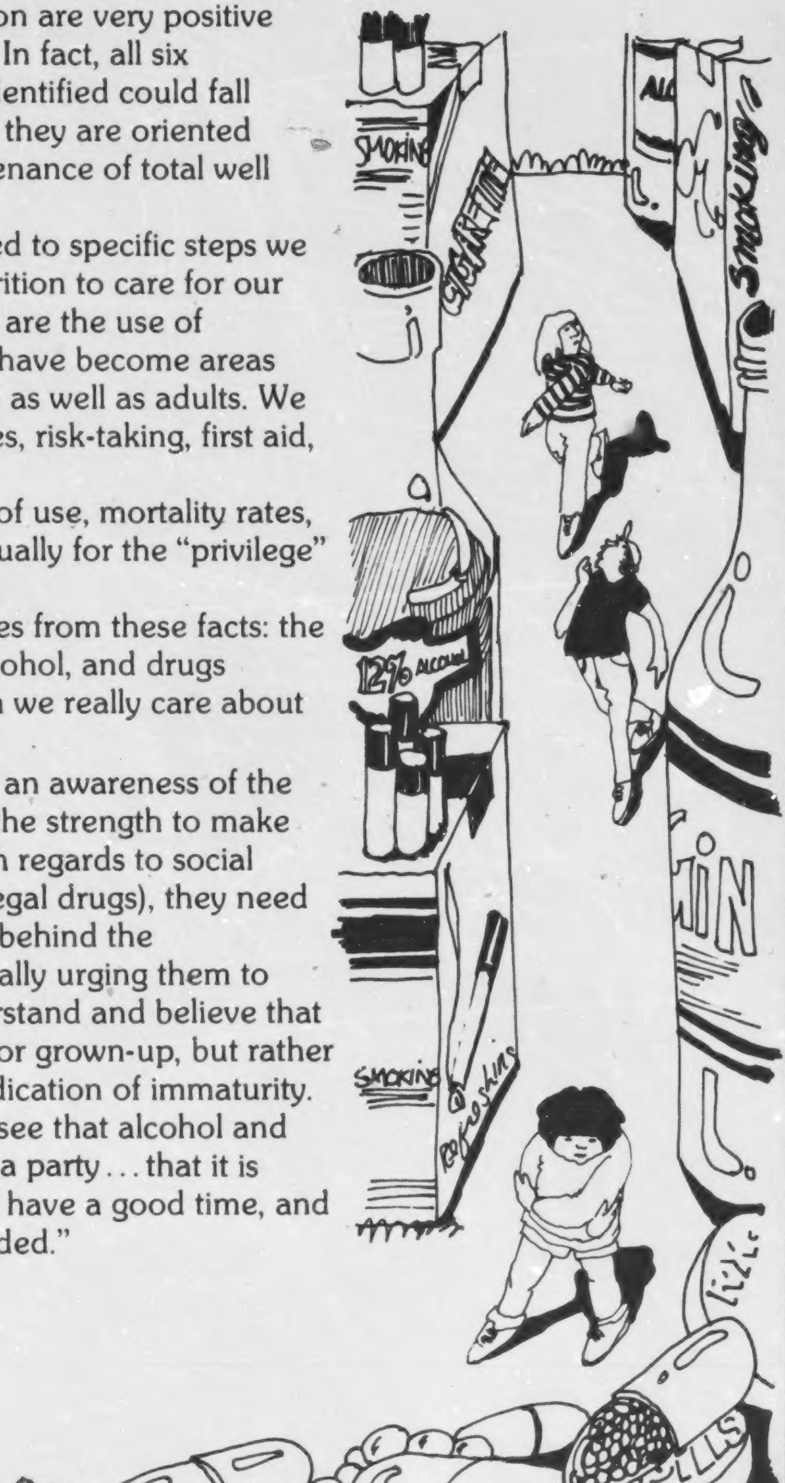
This seems a strange title when you consider that our pitch for exercise and proper nutrition are very positive steps in caring for ourselves as well. In fact, all six dimensions of wellness that we've identified could fall under this heading in the sense that they are oriented toward the development and maintenance of total well being.

This section, however, is devoted to specific steps we can follow beyond exercise and nutrition to care for our bodies. Of paramount concern here are the use of smoking, drugs, and alcohol, which have become areas of national health concern for youth as well as adults. We are also talking about safety practices, risk-taking, first aid, and basic body hygiene.

The facts describing frequency of use, mortality rates, and the billions of dollars spent annually for the "privilege" of self-abuse are staggering.

One finding consistently emerges from these facts: the degree to which we use tobacco, alcohol, and drugs measures in part the extent to which we really care about ourselves.

Young people need to develop an awareness of the dangers of drug usage and acquire the strength to make value decisions about their use. With regards to social drugs (e.g. smoking, alcohol, and illegal drugs), they need to understand the false motivations behind the extraordinary peer pressure continually urging them to participate. They also need to understand and believe that smoking, for example, is *not* "cool" or grown-up, but rather an act of self-abuse and often an indication of immaturity. And finally, they need to be able to see that alcohol and illegal drugs don't necessarily make a party . . . that it is possible to be relaxed, enjoy others, have a good time, and *truly* be oneself without "getting loaded."



Did you know that you can go to a party or a nite club and drink juice instead of liquor? We need to develop the strength to refuse what's *not* healthy and ask for what *is* without embarrassment or misgiving.

Young people also need to learn that improper use of many nonprescription drugs can be harmful to the body. If we experience frequent headaches, indigestion, or tired muscles, and continue to take aspirin, Alkaseltzer, or Tums, etc. without eliminating the cause of these symptoms, we are merely drugging the body to withstand greater and greater abuse. Aside from the harmful side effects of disrupting the body's chemistry, the body eventually rebels,often with serious results. Your new ulcer festering beneath daily consumption of antacids is a message from your body saying that you really didn't listen the first time!

It's better to live one's life in ways which naturally promote health, vigor, and relaxation than rely on medicines to combat a life of neglect and self-abuse.

Automobile safety, bike safety, safety at home and outdoors, first-aid, etc. are further steps in caring for ourselves. When we *do* care, we don't take unnecessary risks. Of all the accidents which occur, most could be prevented given adequate safety precautions. The unnecessary cost in life, limb, and human suffering, not to mention health care costs, is staggering and so fruitless. Ultimately, the choice is one of mindfulness vs. mindlessness... a statement that we care enough to protect ourselves and others.

At camp this summer, we can help our campers examine these issues and make valued decisions regarding their own behavior. Through discussions and dramatic role playing we can help them learn how to effectively deal with peer pressure. And by providing a safety conscious environment, we can instill through *living safely* that taking care of oneself is "with it," more mature, and makes a lot more sense than not caring and paying the price for it!

WELLNESS ACTIVITY III-1

Substance Abuse: Smoking

Purpose:

To show the effects of smoking on the heart/circulatory system and the lungs.

Participants:

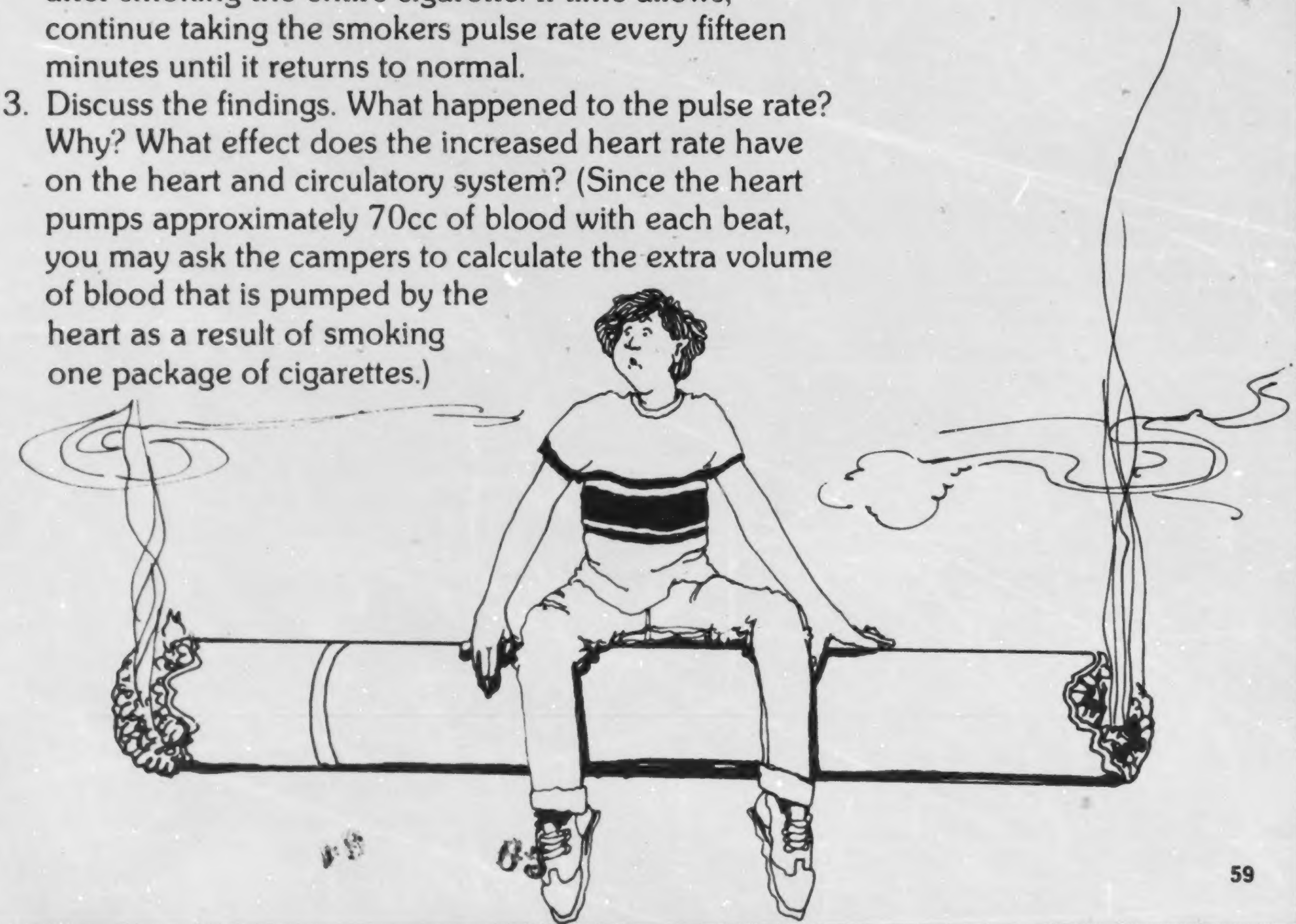
Counselor and campers (recommended age: all) and a cigarette smoker (who hopefully will be difficult to find in the camp setting!).

Materials:

A clock with a second hand; cigarettes and matches; white handkerchief; stethoscope and sphygmomanometer (optional).

Procedure:

1. Record the pulse rate of the smoker, who preferably has not smoked for two hours. (Blood pressure measurements can also be made in steps 1 to 3 to further dramatize the physiological effects of smoking.)
2. Have the smoker light a cigarette, and then record his/her pulse after one puff, after the fourth puff, and after smoking the entire cigarette. If time allows, continue taking the smokers pulse rate every fifteen minutes until it returns to normal.
3. Discuss the findings. What happened to the pulse rate? Why? What effect does the increased heart rate have on the heart and circulatory system? (Since the heart pumps approximately 70cc of blood with each beat, you may ask the campers to calculate the extra volume of blood that is pumped by the heart as a result of smoking one package of cigarettes.)



4. Next, have the smoker inhale from a lighted cigarette, holding the smoke in the mouth without allowing it to go into the lungs. (Non-filtered cigarettes are most illustrative!)
5. Place a white handkerchief over his/her mouth stretched as firmly as possible.
6. Have the smoker blow the smoke back through the handkerchief. Have campers observe the dark stain that appears.
7. Next, have the smoker inhale from the cigarette, this time allowing the smoke to go into the lungs.
8. Place a different area of the handkerchief over the mouth and ask the smoker to exhale.
9. Have campers note the difference between the two stains. What does this indicate about the effect of smoking tars on the lungs?

10. Discussion questions:
    a. Ask campers to discuss their own smoking habits and attitudes towards smoking together with those of their friends, parents, and other adults. Is there a relationship between smoking and having friends or family members who smoke?
    b. Why do you think young people smoke cigarettes? Why do you smoke/not smoke? Are you satisfied with your decision to smoke/not smoke? Do you intend to change this decision? If so, when and why? (Smoking causes emphysema, lung cancer, and heart disease; it affects an athlete's performance; etc.)
    c. Do you think people have the right to smoke if they want to and where they want to?
    d. How do you feel about legislation which prohibits persons from smoking in certain public places?
    e. What rights do you think you should have if you don't like smoking? How many of you feel you can ask another person not to smoke? (Tests have shown that the average smoker spends only 20 seconds actually inhaling a cigarette. During the 10 to 12 minutes of burning, a cigarette's output of tar and nicotine is up to four times greater than during the time that it is actually being puffed. Thus, a nonsmoker in a smoke-filled room may actually be forced against his will to breathe almost as much cigarette smoke as the actual smoker sitting next to him or her.)
    f. Read the accompanying article to campers. Did they learn anything new about the effects of smoking?

(PUTTING YOUR HEART INTO THE CURRICULUM by the American Heart Association, © 1978. Reprinted by permission of American Heart Association.)

Hey Smokers, What Did You Do For Your Body Today?

Be-good-to-the-body thinking knows no generation gap. It's smart to feel as physically fit as you can. But smoking undoes all those nice things in the time it takes to light up and inhale.

Here's exactly what smokers really do for their bodies every time they take a puff: blood pressure goes up by 10 to 20 points, heart beats faster by 25 extra beats per minute, skin temperature drops, and eyesight dims.

Inhaled smoke harms membranes of lips, tongue, palate, throat, and makes food taste funny. Also 90% of the smoke stays in the body—millions of chemical particles as noxious as car exhaust!

Smoking causes 80% of lung cancers, but lung cancer is usually not detected until it is too late to cure. Each year, more than 83,000 people die of it.

Cigarette smoke contributes to other cancers too: larynx, mouth, esophagus, bladder and kidney.

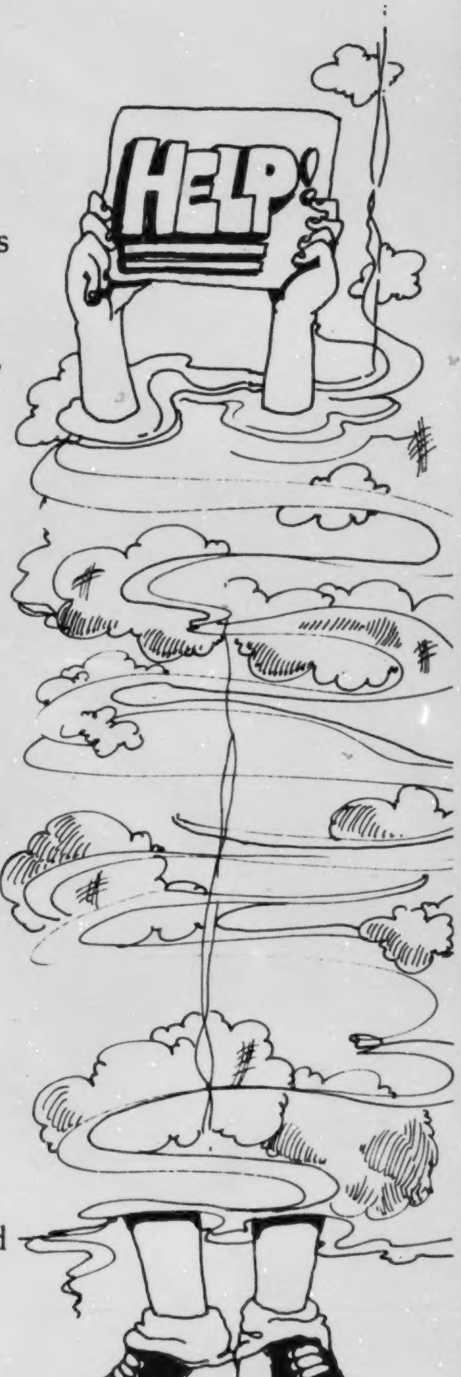
Then there are the simple displeasures like morning cough, irritated eyes, stained teeth or fingers and burns on favorite clothes.

From the very first cigarette not smoked, from the first minute a smoker quits, health starts improving—unless there's already a medical problem. Lung tissues return to normal again on their own... Morning cough will vanish, colds will be fewer and farther between. Senses of smell and taste get a fresh start. Ex-smokers say they have more stamina for exercise and sports.

Someday, if a girl wants to have a baby, and she smokes, she'll have to think seriously about quitting because tobacco is harmful to the developing fetus.

Smoking while pregnant means there is a greater chance the baby will weigh less than normal when it is born; chances also increase for miscarriage and survival difficulties during the crucial early months for a newborn.

While growing up, the child may continue to develop more slowly—even at age 7, studies show children whose mothers smoked while pregnant were slower in school, had more physical and emotional problems.



(Adapted from "THE CIGARETTE PAPER" The American Cancer Society, 1976.)

Substance Abuse: Drinking

Purpose:

To act out a situation in order to understand our feelings when too much alcohol has been consumed.

Participants:

Campers and counselor; this activity requires two participants to role-play the situation which is suggested (recommended age: 12 and up).

Materials:

None specific, but set up scene as appropriately as possible.

Procedure:

Ask for volunteers to act out the scenes. Explain the scene or print on separate cards for them to read.

1. First person: A good friend of yours has been drinking too much at parties. You see him/her in the school cafeteria and decide to mention your concern. You may choose to be authoritarian and scolding, or helpfully concerned.
   Second person: You realize you have been getting drunk at several parties lately but hope that no one has noticed. A friend mentions to you at lunch that he *has* noticed. You may choose to react as glad to have one who cares and will help, or deny any problem and become angry that it has been suggested.
2. First person: You are a six year old child. At dinner when your parents are having wine, you insist on having some also.
   Second person: you are the parent of a six year old who insists on having wine at dinner with you.
3. First person: You are out on a date for the first time and your date gets drunk. When it is time to go home you want to drive the car.
   Second person: You are on a date for the first time and have had too much to drink. Your date wants to drive home.
4. Ask campers to think of other role playing situations which they have or someday might encounter involving alcohol use.
5. Questions for discussion:
   a. What are some of the problems alcohol can cause people?
   b. Why do people drink alcohol?
   c. How do your friends feel about drinking? What can you do if your friends want you to drink and you're not sure?
   d. How do your parents feel about drinking? Do you agree with them?

Drugs and Me

Purpose:

To encourage campers to list various drugs and to reflect on the relevance of such drugs to their lives.

Participants:

Counselor and campers (recommended age: 12 and up).

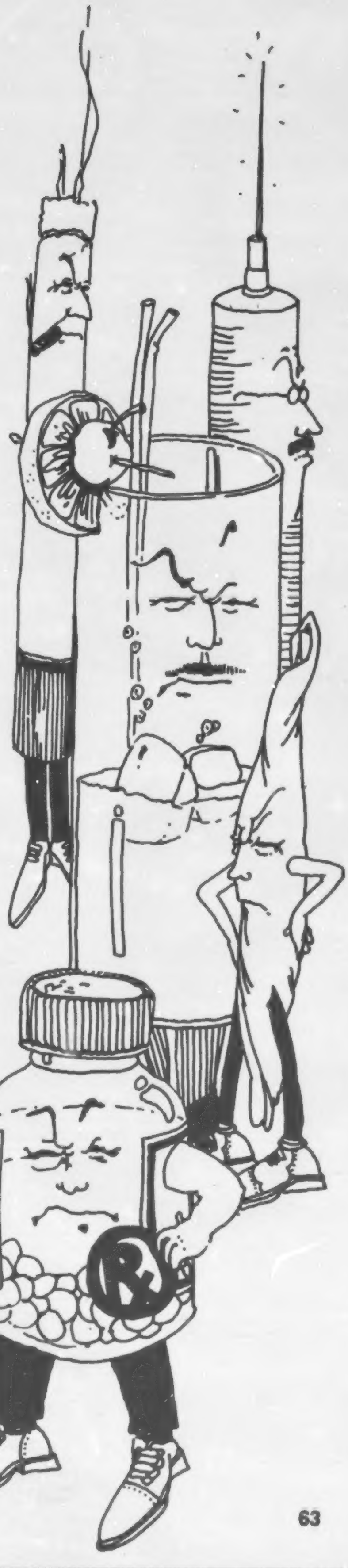
Materials:

Paper and pen/pencil for each camper.

Procedure:

1. Ask campers to fold their paper in half. On the left side have them list all the drugs they can think of. If they are having difficulty, you can give them examples of such soft and hard drugs as items in a medicine chest, alcohol, tobacco, marijuana, heroin, etc.
2. Once their list is complete, have the campers share it with the group. They may, as a result, enlarge their lists.
3. On the right side of the paper, have the campers use the following code system:
   a. D = those drugs you feel are dangerous to the user in some way.
   b. HU = those drugs you have used, but have now stopped.
   c. SU = those drugs you are still using.
   d. NU = those drugs you have never used.
   e. # = the number of approximate times you have used each drug in the last month.
   f. ? = those drugs you are curious about using and may try, given the right opportunity.
   g. I = those drugs you feel should be illegal.
4. A general discussion of the camper's responses should follow.

(LOOKING IN: EXPLORING ONE'S PERSONAL HEALTH VALUES by Donald A. Read. © 1977, pp. 66-67. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.) 63



WELLNESS ACTIVITY III-4

Let's Examine Our Teeth

Purpose:

To acquaint campers with the appearance and function of their teeth while demonstrating the importance of dental hygiene.

Participants:

Counselor and campers (recommended age: all).

Materials:

Clay, paper, tape, and plaster of Paris for teeth casting; old tooth and a container of soda pop; disclosing tablets, toothpicks, glass slides, and magnifying glass; celery, carrots, or apples.

Procedure:

(Note: this activity may be done in part or whole depending on interest of campers, availability of materials, and time.)

1. Gather all materials needed for teeth *casting* and carefully instruct the campers to do the following:
   a. Shape the clay (½" thick) so that it fits the inside of the mouth. Two molds are needed: one for the top teeth and one for the bottom.
   b. Carefully press the clay mold against the top teeth to make an impression; then do the same for the bottom.
   c. Using a strip of paper about ¾" wide, encircle the mold around the top edge and secure with tape.
   d. After preparing the plaster of Paris, pour it into the molds, carefully tap the mold to ensure the plaster settles, and let it sit an hour or so.
   e. When dry, carefully peel away the clay and remove the paper strip. A set of teeth (yours!) should emerge!

2. Examine some old teeth with your campers (you can usually get some from a local dentist). Explain that teeth are the hardest substance in our bodies. Our teeth are protected by an outer coat called enamel which is 98% mineral material. Unlike a cut in our skin, enamel cannot heal or repair itself once damaged. Acid, produced by the bacteria in our mouth, can destroy the enamel, creating a cavity which causes infection. Can the campers notice any cavities in the old teeth? What causes cavities? (Bacteria thrive on sugar in our mouth, producing the acid which eats tooth enamel.) To demonstrate the effects of sugar, ask the campers to do the following test:
   a. Place an old tooth in a container of soda pop.
   b. Every few days, check the tooth. What's happening to the tooth?
3. Ask campers if they have noticed what their teeth feel like when they haven't been brushed for a long time. (That residue is called *plaque*, pronounced PLAK, which consists of pieces of food, saliva, and hungry bacteria. When not removed, plaque become a harder yellow substance called tartar which is what dentists scrape away.) How can we get rid of plaque? (Brushing and flossing.) To demonstrate the presence of plaque in camper's teeth, try the following:
   a. Ask campers to chew a dissolving tablet, swish it around in their mouth, and then rinse.
   b. Let them examine each other's mouth and check themselves in a mirror. All the red spots that remain behind are plaque.
   c. Campers can check how well they brush their teeth by brushing and then using the dissolving tablets.
   d. Plaque can be removed with a toothpick and placed on a slide. Notice how sticky it is.
   e. Examine the plaque with a magnifying glass. Describe what is seen.
4. Ask campers to describe what foods are most harmful to teeth (soda pop, sticky candy, white bread, sugared chewing gum, etc.). Can they list foods which are helpful to teeth in keeping them clean? (carrots, celery, apples, pickles, plums, melons, tomatoes, etc.) Pass out pieces of celery, carrot, or apple and ask the campers to thoroughly chew the food. How do their teeth feel?

(Portions adapted from BLOOD AND GUTS by Linda Allison, © 1976, pp. 31-36. Reprinted by permission of Little Brown & Co., Boston, Mass.)

WELLNESS ACTIVITY III-5

Humans are Fleshapods

Participants:

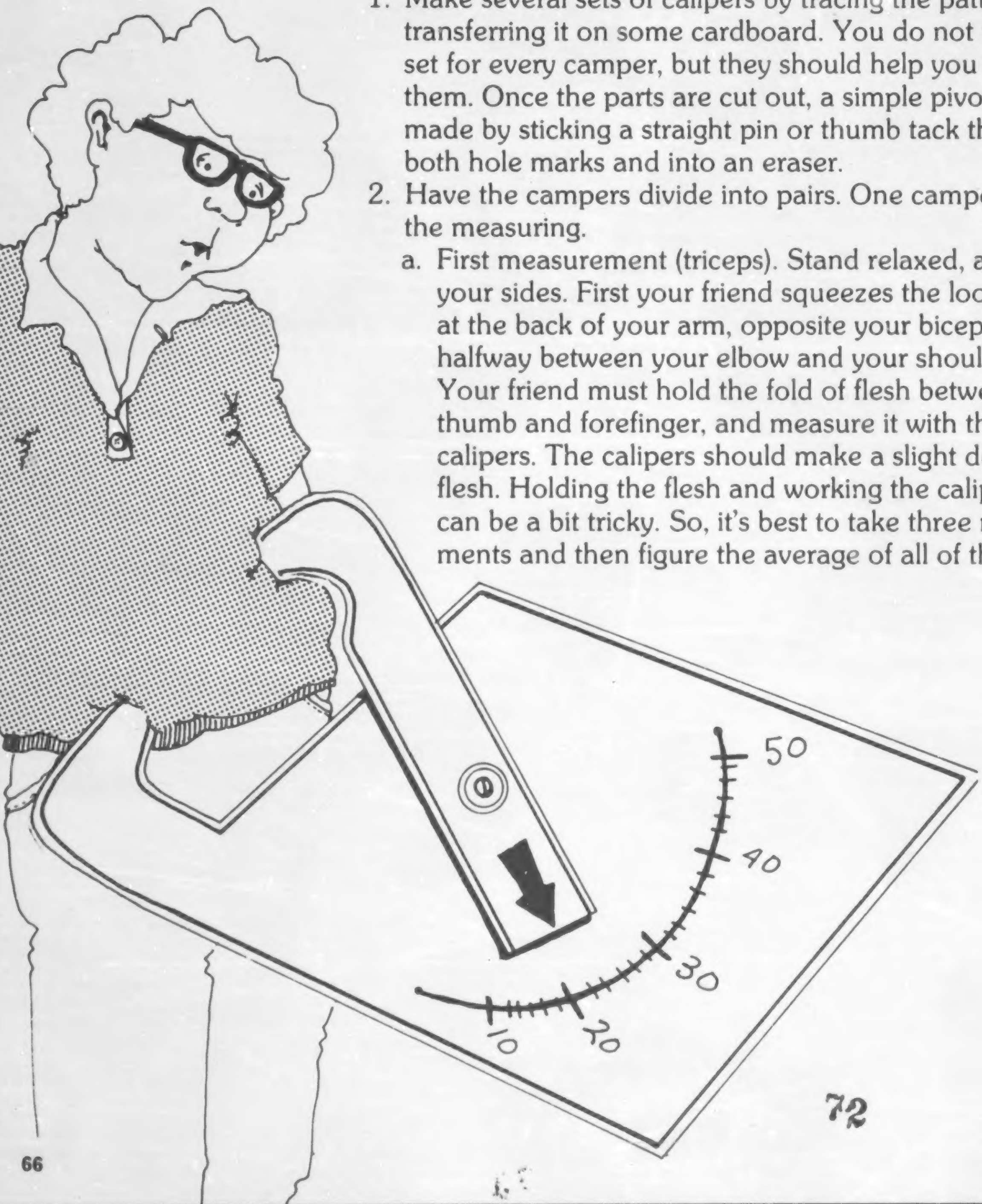
Counselor and campers (recommended age: 10 and up).

Materials:

Tracing paper; pencils; thumb tacks; pieces of cardboard; erasers.

Procedure:

1. Make several sets of calipers by tracing the pattern and transferring it on some cardboard. You do not need one set for every camper, but they should help you construct them. Once the parts are cut out, a simple pivot can be made by sticking a straight pin or thumb tack through both hole marks and into an eraser.
2. Have the campers divide into pairs. One camper will do the measuring.
   a. First measurement (triceps). Stand relaxed, arms at your sides. First your friend squeezes the loose flesh at the back of your arm, opposite your biceps, about halfway between your elbow and your shoulder. Your friend must hold the fold of flesh between thumb and forefinger, and measure it with the calipers. The calipers should make a slight dent in the flesh. Holding the flesh and working the calipers can be a bit tricky. So, it's best to take three measurements and then figure the average of all of them.



b. Second measurement (biceps). Again, let your arms hang loosely at your sides. Measure a skin fold at the front of your arm, directly opposite from where you took the first measurement. Find the average of three tries.

c. Third measurement (hip). Pull your shirt out and bend from the waist, sideways. Have your friend measure the fold of flesh that forms parallel to your belt, just above your waist. Again, make several tries, find the average, and make a note of it.

d. Fourth measurement (upper back). Have your friend measure a skin fold just below your shoulder blade. The fold should be at a 45° angle to the vertical. Again, take three measurements and average them.

e. Finally, add the averages you got in each of the four tests. Locate that number on the chart. Next to it you'll find the percentage of fat in your body.

Total mm.	**% Fat**						
15	5	45	18	75	25	110	29
20	9	50	20	80	24	120	30
25	11	55	21	85	25	130	31
30	13	60	22	90	26	140	32
35	15	65	23	95	27	150	33
40	17	70	24	100	28	160	34

3. Some discussion questions:
   a. What is the purpose of fat in our bodies?
   b. What does our culture say about "fat" people?
   c. Does a person's physical appearance detract or add to their personal qualities?
   d. Is there an "ideal" percentage of body fat? How close are you? Do you wish you were closer?
   e. Think of some overweight people that you know. Are they happy with their appearance and body weight? Would they like to weigh less? If so, what might they do to lose weight?
   f. What are some of the causes of obesity?

Counselor Notes:

Some warnings... This is obviously not a precise way to measure body fat; there are many other factors to be considered such as age and sex (mature women have about 25% of their weight in fat, while for mature men the average is 15%). Be aware of sensitivies—the more obese camper may feel threatened by this activity. Guide your pairings accordingly. Some excellent teachable moments can emerge here. Avoid campers making comparisons which can lead to ridicule. Above all, if you sense difficulties at the outset, it is better not to do this activity in a group.

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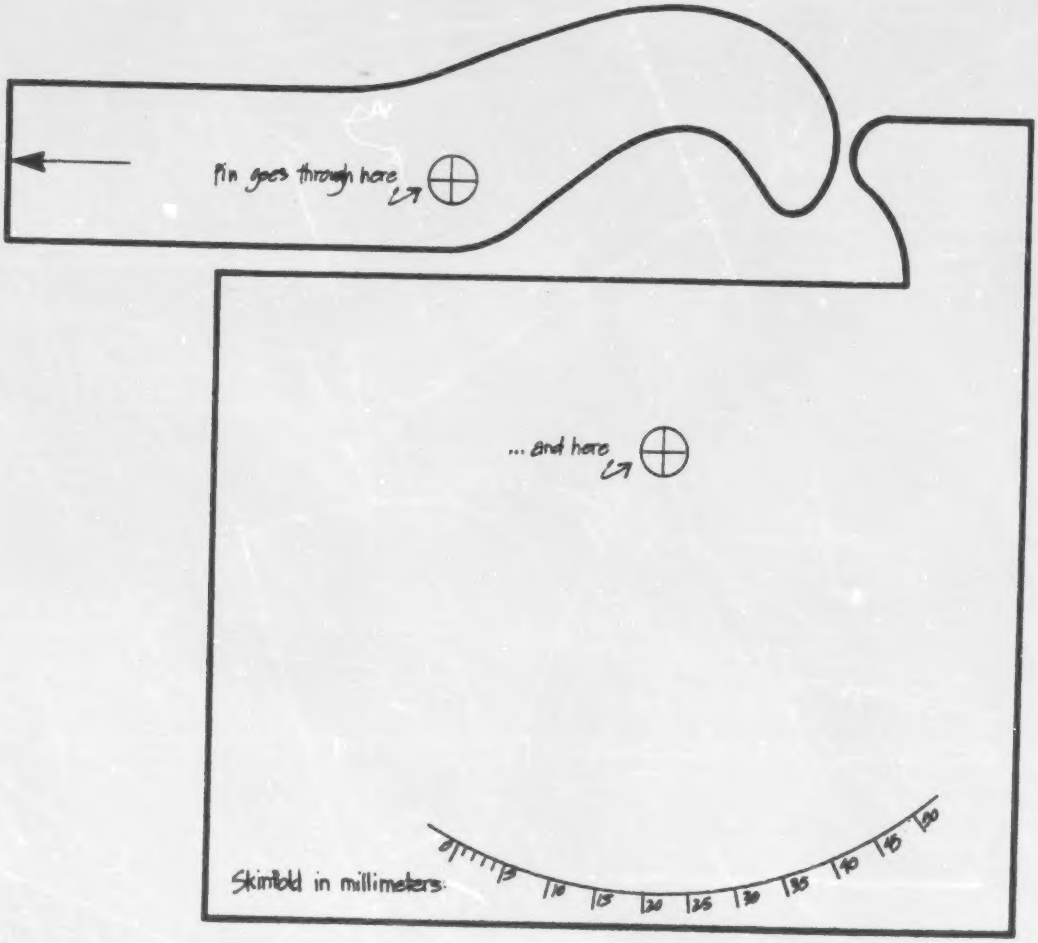
(EVERYBODY'S A WINNER by Tom Schn[illegible]er. © 1976, pp. 36-38. Reprinted by permission of Little Brown & Co., Boston, Mass.)


Pin goes through here
... and here
Skinfold in millimeters:

WELLNESS ACTIVITY III-6

Body Weight and Heart Rate

Purpose:

To demonstrate how extra weight can influence your heart rate when exercising.

Participants:

Counselor and campers (recommended age: all).

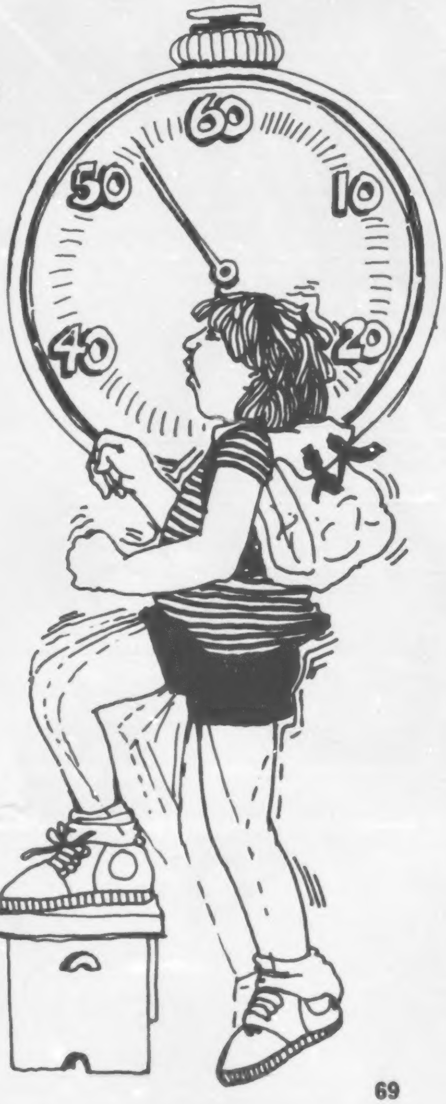
Materials:

Stopwatch; bench (optional); backpack weighing 20-25 pounds (weights, bricks, or rocks can be used).

Procedure:

1. Take the subject's resting heart rate.
2. Have the subject step up and down on a bench for 1 minute at 30 steps a minute (without the backpack). Record his heart rate.
3. Now let the subject rest for at least 15 minutes.
4. Place the backpack on the subject's back.
5. Record his resting heart rate. It should be the same as in Step 1 (±3 beats).
6. Have the subject step up and down on a bench for 1 minute at 30 steps a minute (with the backpack). Record his heart rate.
7. Discussion questions:
   What was the difference (if any) between the post-exercise heart rate without the pack and with the pack?
   Why was there a difference?
   Does this tell you anything about being overweight? If yes, what?

(FITNESS DISCOVERY ACTIVITIES by Charles T. Kuntzleman. © 1978. p. 45. Reprinted by permission of the author.)



Massage

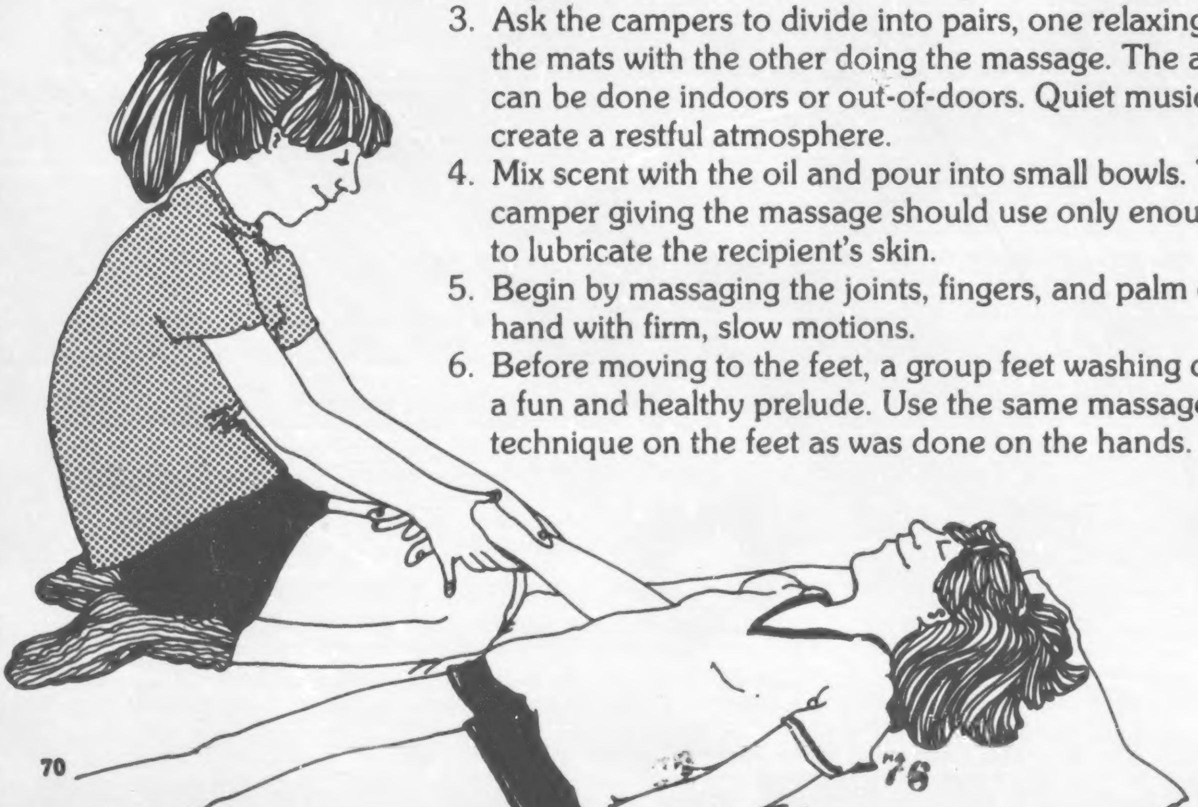
Purpose:
To encourage relaxation and to promote a feeling of caring and acceptance.

Participants:
Counselor and campers with an equal number of participants; maximum recommended size of 14 (recommended age: 12 and up); this activity is most suitable for teenage girls.

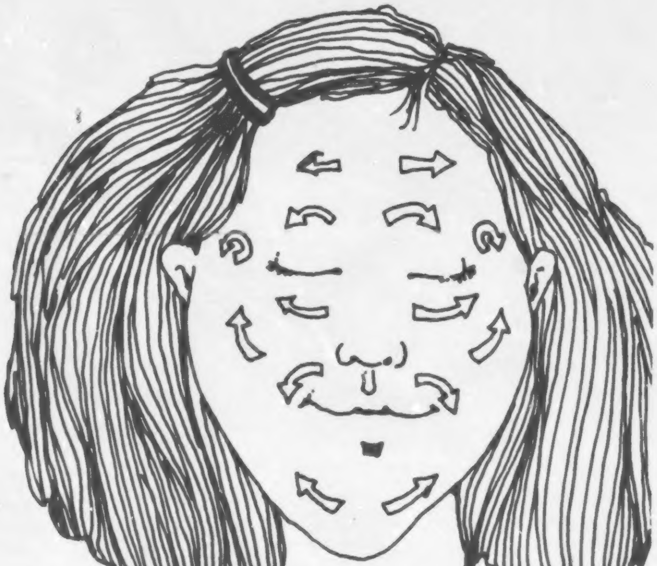
Materials:
Approximately 1½ cups of vegetable or peanut oil; a few drops of a refreshing, concentrated scent; 2 cups of cooked (thick) oatmeal combined with ¼ cup of honey; large bucket or tub of warm, soapy water; towels; mats or blankets to lie on.

Procedure:

1. Explain to the group that massage is the oldest and most direct means of communication practiced by humans. Known to have therapeutic qualities, it improves circulation, relieves pain, reduces tension, and promotes healing and relaxation.
2. To avoid embarrassment and uneasiness, it is best to begin with the hands, followed by the feet and face.
3. Ask the campers to divide into pairs, one relaxing on the mats with the other doing the massage. The activity can be done indoors or out-of-doors. Quiet music helps create a restful atmosphere.
4. Mix scent with the oil and pour into small bowls. The camper giving the massage should use only enough oil to lubricate the recipient's skin.
5. Begin by massaging the joints, fingers, and palm of each hand with firm, slow motions.
6. Before moving to the feet, a group feet washing can be a fun and healthy prelude. Use the same massage technique on the feet as was done on the hands.



7. A massage of the face combined with a natural facial is particularly enjoyable for girls. The camper giving the massage kneels at the head of the recipient. Begin with the forehead and temples, and follow with the eyes, nose, cheeks, mouth, and lower chin. Follow the diagram arrows with slow, smooth massage motions. Following the massage, apply a thin layer of cool oatmeal; this "gooey" facial is quite refreshing! Remove the facial by washing with warm water. Finish by splashing the face with cold water.



WELLNESS ACTIVITY III-8

Taking Risks

Purpose:
To explore risk-taking with campers.

Participants:
Counselor and campers (recommended age: all).

Materials:
None

Procedure:

1. Discuss this situation as an example of risk taking: You see someone who appeals to you. You would like to get to know that person, to become welcome in the circle around his or her life. But, your desire for acceptance is countered by a fear of rejection. What do you do?

   To take a risk is to expose yourself to
   danger . . . or *failure* . . . or *rejection.*
   Taking a risk can also expose you to
   a new *experience* . . . a new *friend* . . . . a new *skill* . . . a new *idea* . . . a new *achievement.*

2. A *reasonable* risk is putting yourself in a situation where you stand to gain something positive if you take a chance and succeed. Ask campers to think of some examples of *reasonable* risks. (Risk buying an album by a musician you've never heard before; risk exploring a new part of your home town or camp; risk asking someone what he or she likes or dislikes about you; risk suggesting a new activity idea to your counselor . . .)
3. An *unreasonable* risk is putting yourself in a situation where you stand to gain *nothing* positive, lose something of value which can't be replaced, or cause serious physical or mental harm to yourself or another person. Ask campers to think of some examples of *unreasonable* risks. (Risk taking so much of anything that you develop a psychological dependence on it such as cigarettes, alcohol, food; risk not going to the doctor when you are really sick; risk stealing; risk driving a car while drunk or riding with a drunk driver; risk using hostility to get what you want.)
4. Ask campers to think of three reasonable risks that they might attempt during their stay in camp.

   People who are afraid to take reasonable risks are rejecting success. People who are always taking unreasonable risks are rejecting themselves.

DANGER!!!
THiN ICE

Adapted from THIS SIDE UP. MAKING DECISIONS ABOUT DRUGS. National Institute on Drug Abuse. DHEW Publication No (ADM) 78-420. 1978. pp 36-37

Mind Over Media

Purpose:
To recognize the effects of culture (social values, advertising media, peers) on our bodies and self-image.

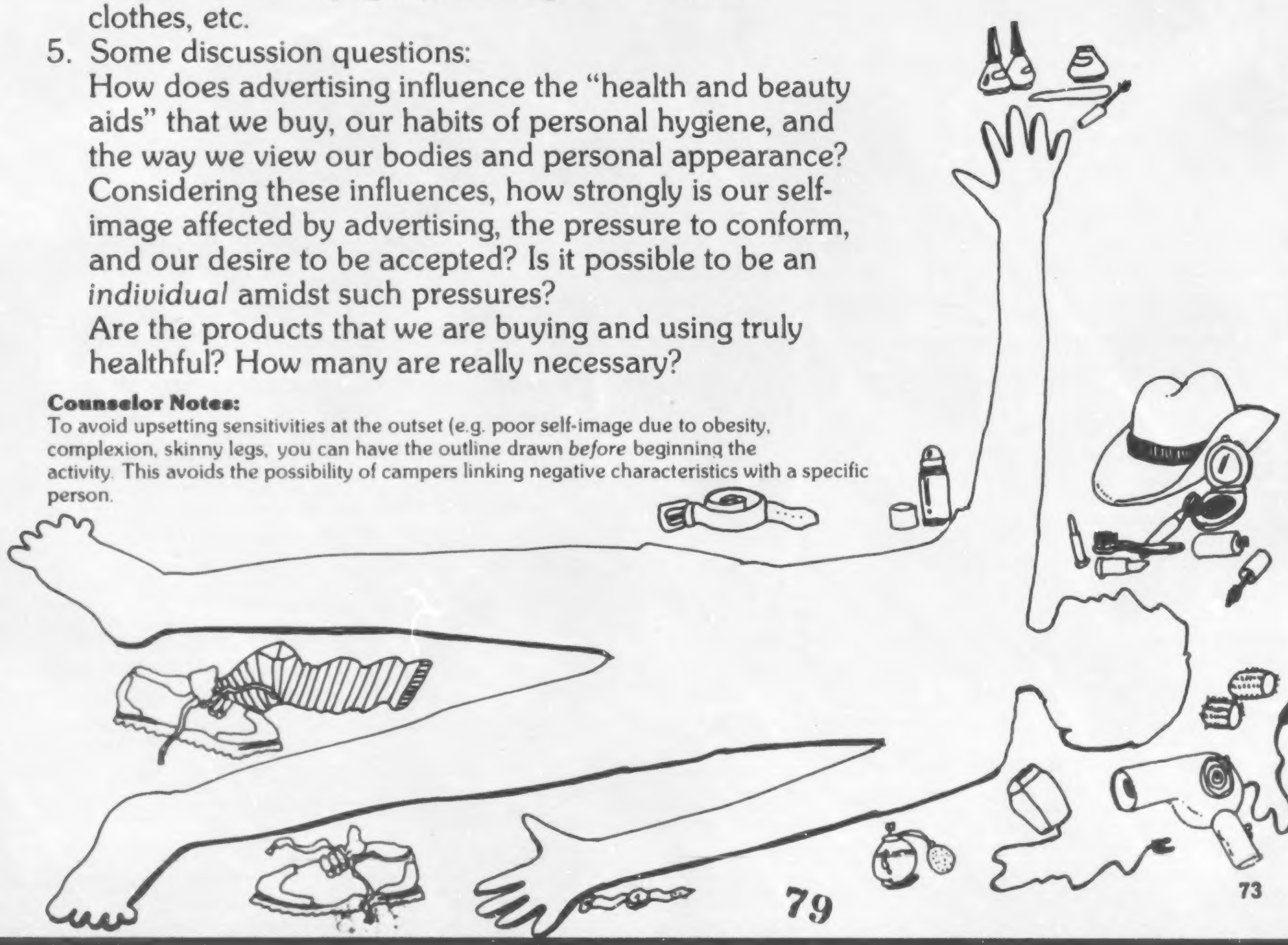
Participants:
Counselor and campers (recommended age: all).

Materials:
Large sheet of paper (4′ x 6′) and crayons or felt markers.

Procedure:

1. Ask for a volunteer to lie down on the sheet of paper; trace around his or her body.
2. Ask the campers to think carefully of what is expected of this body in terms of appearance to be accepted by our culture.
3. As campers think of an idea, have them draw it on the body or in some way indicate that it is needed (symbols, pictures, or words can be used).
4. Examples of what might be drawn include: bright teeth, pleasant breath, deodorants, using the "right" soap, curly hair, makeup (girls), wearing "in" or faddish clothes, etc.
5. Some discussion questions:
   How does advertising influence the "health and beauty aids" that we buy, our habits of personal hygiene, and the way we view our bodies and personal appearance? Considering these influences, how strongly is our self-image affected by advertising, the pressure to conform, and our desire to be accepted? Is it possible to be an *individual* amidst such pressures?
   Are the products that we are buying and using truly healthful? How many are really necessary?

Counselor Notes:
To avoid upsetting sensitivities at the outset (e.g. poor self-image due to obesity, complexion, skinny legs, you can have the outline drawn *before* beginning the activity. This avoids the possibility of campers linking negative characteristics with a specific person.



DIMENSION 4
ENJOYING LIFE

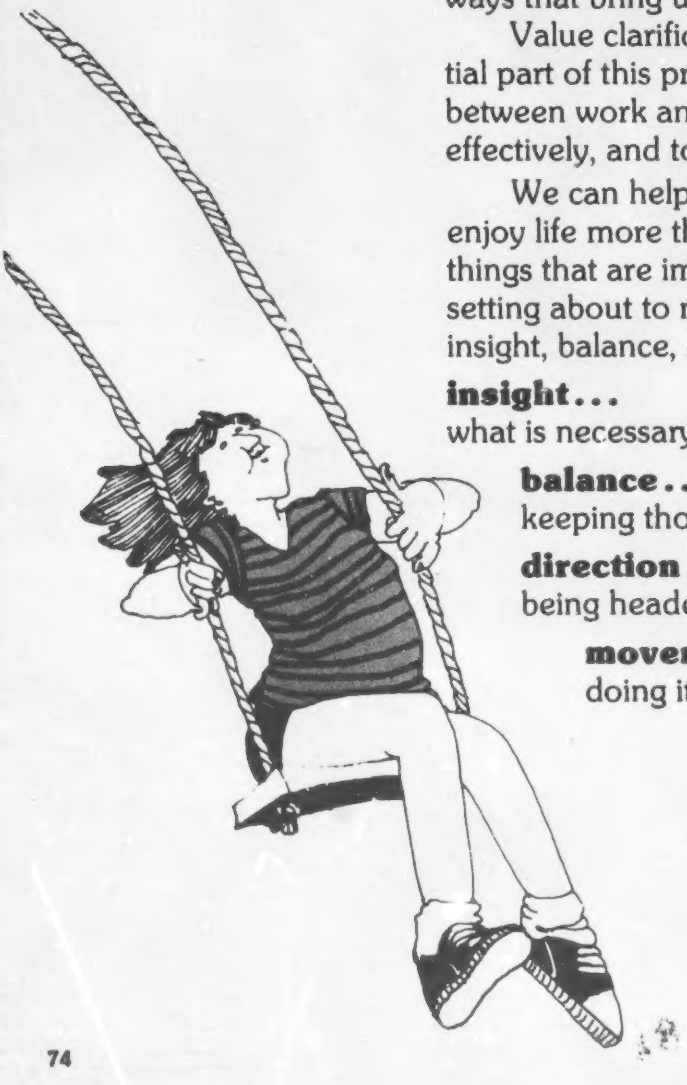
Is it really possible to teach someone how to enjoy life? Aren't we doing that at summer camp when we provide an array of fun activities? The answers are, respectively, "yes" and "not necessarily."

Our ability to enjoy life extends far beyond participation in recreational activities. In fact, a number of people participate regularly in jogging, tennis, racketball, etc. with much the same kind of stress and rigidity with which they conduct their business life.

A large part of our ability to enjoy life comes from an ability to gain deeper understanding of who we are and what kinds of things are important to us. As we do so,we can take steps to construct our days and our activities in ways that bring us fulfillment, joy and vitality.

Value clarification and valued decisions are an essential part of this process as we seek to balance our life between work and relaxation, to learn to handle problems effectively, and to manage and reduce stress.

We can help ourselves and our campers begin to enjoy life more this summer by taking a look at the kinds of things that are important and necesary to us, and then setting about to make those things happen. The formula is insight, balance, direction, movement, and letting go:



insight . . .
what is necessary and important

balance . . .
keeping those things in perspective

direction . . .
being headed somewhere

movement . . .
doing it

letting go . . .
being open to the joy, the pain,
and the unexpected

The Way I Am

Purpose:

To encourage campers to better understand their feelings, thoughts, and desires.

Participants:

Counselor and campers (recommended age: all).

Materials:

Paper and pencil/pen for each camper.

Procedure:

Read any or all of the following incomplete sentences to the campers and ask them to complete each one as it applies to them. Alternatively, have campers verbally respond to each sentence in turn while sitting in a circle.

1. I feel pleased with myself when . . .
2. I cry when . . .
3. I am frightened when . . .
4. I laugh out loud when . . .
5. I get angry when . . .
6. I look forward to . . .
7. I get mad at myself when I . . .
8. I feel good when . . .
9. When someone criticizes me I . . .
10. The most satisfying project or piece of work that I ever did was . . .
11. When someone makes a cutting remark about someone else I . . .
12. I like the way I . . .
13. What I like in a friend is . . .
14. I like counselors who . . .
15. My parents make me angriest when . . .
16. My parents make me happiest when . . .
17. My feelings are hurt when . . .
18. I'm most jealous when . . .
19. I feel homesick when . . .

Read the poem, "I Am Me". Have campers silently think about the words for a few minutes. Did the poem have any meaning for them?

(LOOKING IN: EXPLORING ONE'S PERSONAL HEALTH VALUES by Donald A. Read, © 1977, p. 30. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.)

I Am Me

In all the world
There is no one else
like me . . .
I own
everything about me
My body
including everything it does
My mind
including all its thought and ideas
My eyes
including the images of all they behold
My feelings
whatever they may be
anger, joy, frustration, love, disappointment,
excitement
My mouth
and all the words that come out of it
polite, sweet or tough
correct or incorrect
My voice
loud or soft
and all my actions
whether they be to others or myself
I own
my fantasies, my dreams
my hopes, my fears
I own
all my triumphs and successes
all my failures and mistakes
Because I own all of me
I can become intimately acquainted with me
By doing so I can love me
and be friendly with me in all my parts
However I look and sound
Whatever I say and do, and
Whatever I think and feel
at a given moment in time
is me
I can see, hear, feel, think, say, and do
I have the tools
to survive
to be close to others
to be productive
and to make sense and order
out of the world of people
and things outside of me
I own me,
and therefore I can engineer me
I AM ME
AND
I AM OKAY

From SELF ESTEEM by Virginia Satir, c. 1970, 1975. To reprint get permission of publisher, Celestial Arts, Millrae, California.
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WELLNESS ACTIVITY IV-2

Is This Me?

Purpose:
To encourage campers to reflect on who they are.

Participants:
Counselor and campers (recommended age: all).

Materials:
Paper and pen/pencil for each camper.

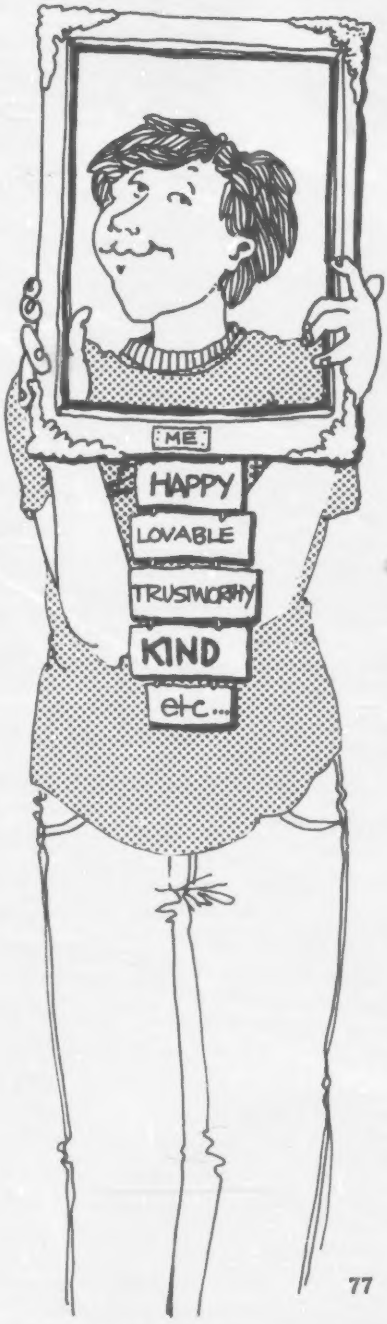
Procedure:

1. Have campers draw a straight line on their paper and label the line as follows:

0%	50%	100%
Positively me	Could be	Not me at all

2. As you read each of the following descriptions, have campers place the number corresponding to each description on the continuum in the position which best applies to them.
    1. I feel very good about myself.
    2. I like everyone.
    3. I'm very critical about other people.
    4. I feel good about my body.
    5. I'm very critical about myself.
    6. I'd like to change some parts of me.
    7. I'm spontaneous.
    8. I'm a follower.
    9. I'm a good son/daughter.
    10. I'm full of energy.
    11. I'm happy.
    12. I'm hard-working.
    13. I can be trusted.
    14. I'm ready to help.
    15. I enjoy camp.
3. When completed, ask the campers if there are any traits they would like to change.

Continued



4. As an alternative activity for younger campers, pass out paper and crayons (if available). Ask campers to think about who they are and then draw something (object, person, place) which gives a clue about who they are. Collect the papers, and ask everyone as a group to guess which drawings match which people. Talk about what was drawn and why.

(LOOKING IN: EXLPORING ONE'S PERSONAL HEALTH VALUES by Donald A. Read,
Copyright 1977, p. 29. Reprinted by permission of Prentice Hall, Inc., Englewood Cliffs, N.J.)

Counselor Notes:
You may want to read the following poems to your campers either before or after this activity to set the mood or encourage further discussion.

Me

Author unknown

"Me" is a someone
that I can't define;
And yet I can't deny he/she exists.
For I find little evidence —
some every day —
So that the problem
can't be dismissed.
I continue
to try on masks
(many of which don't even fit)
To find which personality
really seems "me",
And what kind of person
I want to be.

Communicate

Author unknown

To communicate
with my fellowman
he is not a he
i must keep in mind
nor she a she
to whom i speak
but, in truth
i speak to another i.

Personal Problems:

Purpose:

To encourage campers to confront what they consider to be personal problems in their lives.

Participants:

Counselor and campers (recommended age: 12 and up).

Materials:

Paper and pen/pencil for each camper.

Procedure:

1. Counselor should begin by discussing one problem which he or she has recently felt. Then campers can be asked to identify some general ways of dealing with the problem. Here are some options:

   Do nothing — which, of course, means any sadness, fear, worry, or anger caused by the problem will remain.

   Harm yourself — physically hurting yourself (including suicide) is an option for desperate people who don't know where to get help.

   Leave the scene — physically or mentally running away from a problem (e.g. getting "sick") is common.

   Get rescued — wait for someone to come to your rescue!

   Cope — learning to live with a problem so that it no longer troubles you (which is not the same as solving the problem).

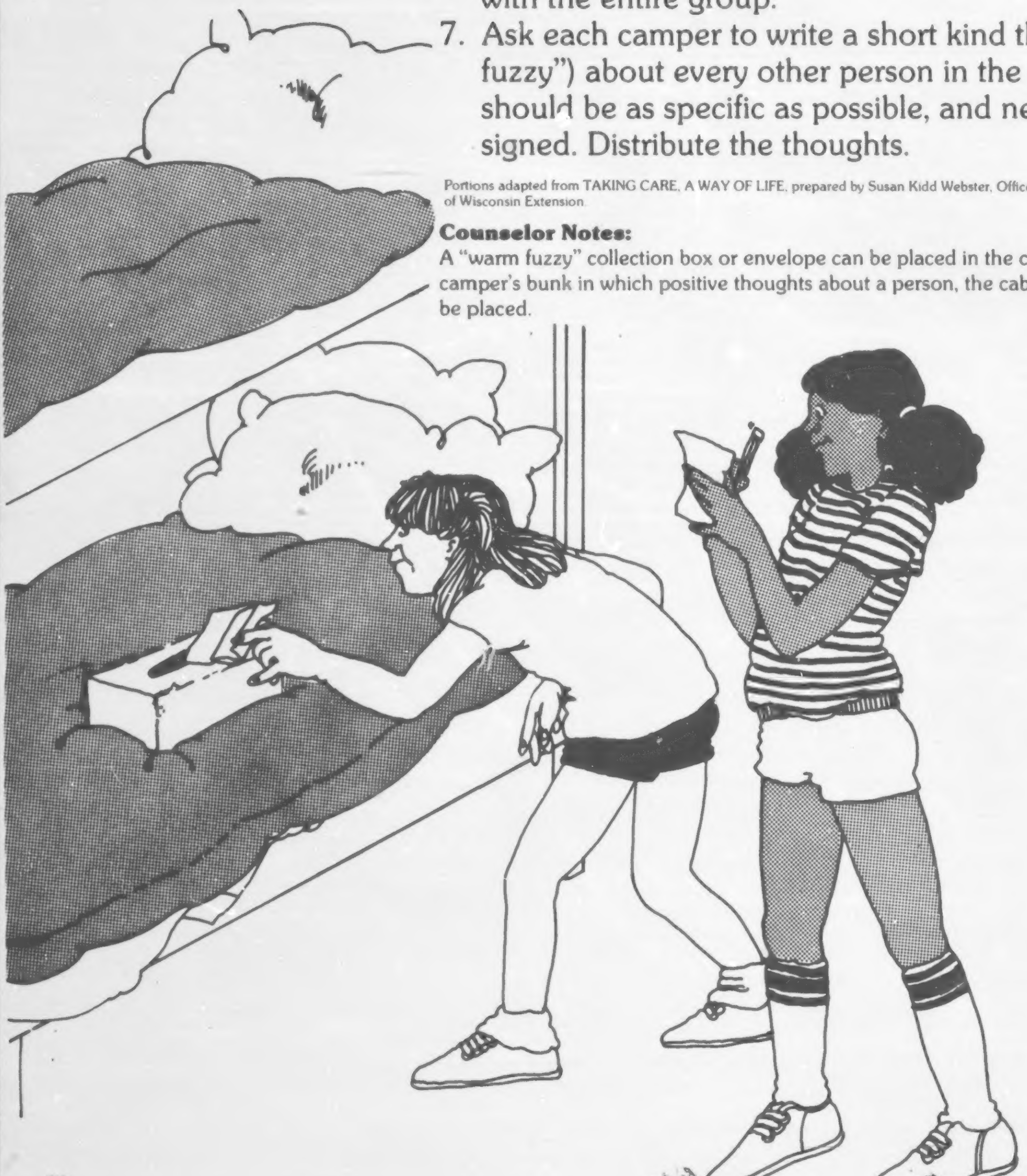
   Resolving the problem through change — directly confront the problem and do what is necessary to end it.

   Discuss with campers how each of the above options might be used as responses to your problem.
2. Ask campers to list on the paper a few of their personal problems. Then ask them to place a "1" next to those they intend to do nothing about; a "2" next to those they intend to try to avoid; a "3" next to those they intend to wait to be rescued from; a "4" next to those they intend to learn to cope with; and, finally, to circle those they intend to face head on and resolve.

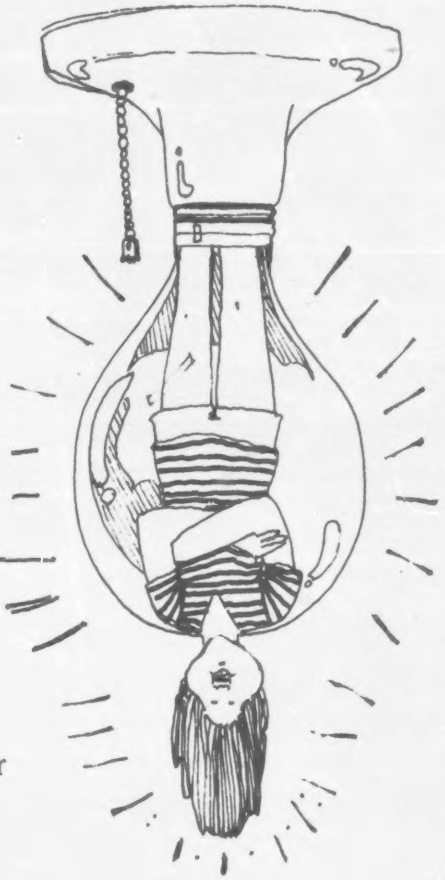
3. Ask them if they will need help from friends, family members, counselors, etc. in solving those problems which have been circled.
4. Are there better ways of dealing with those problems which the numbers 1 to 4 have been placed next to?
5. Ask campers to write the names of people who have made them feel good about themselves and whom they trust enough to share their problems with and seek help from.
6. Ask them to write at least two qualities about themselves that they most esteem (like). Discuss these with the entire group.
7. Ask each camper to write a short kind thought ("warm fuzzy") about every other person in the group. They should be as specific as possible, and need not be signed. Distribute the thoughts.

Portions adapted from TAKING CARE, A WAY OF LIFE, prepared by Susan Kidd Webster, Office of Youth Development, University of Wisconsin Extension.

Counselor Notes:
A "warm fuzzy" collection box or envelope can be placed in the cabin/tent or on each camper's bunk in which positive thoughts about a person, the cabin group, camp, etc. can be placed.



Bright Life Chart



Purpose:

To express and improve your self-image.

Participants:

Counselor and campers (recommended age: 12 and up).

Materials:

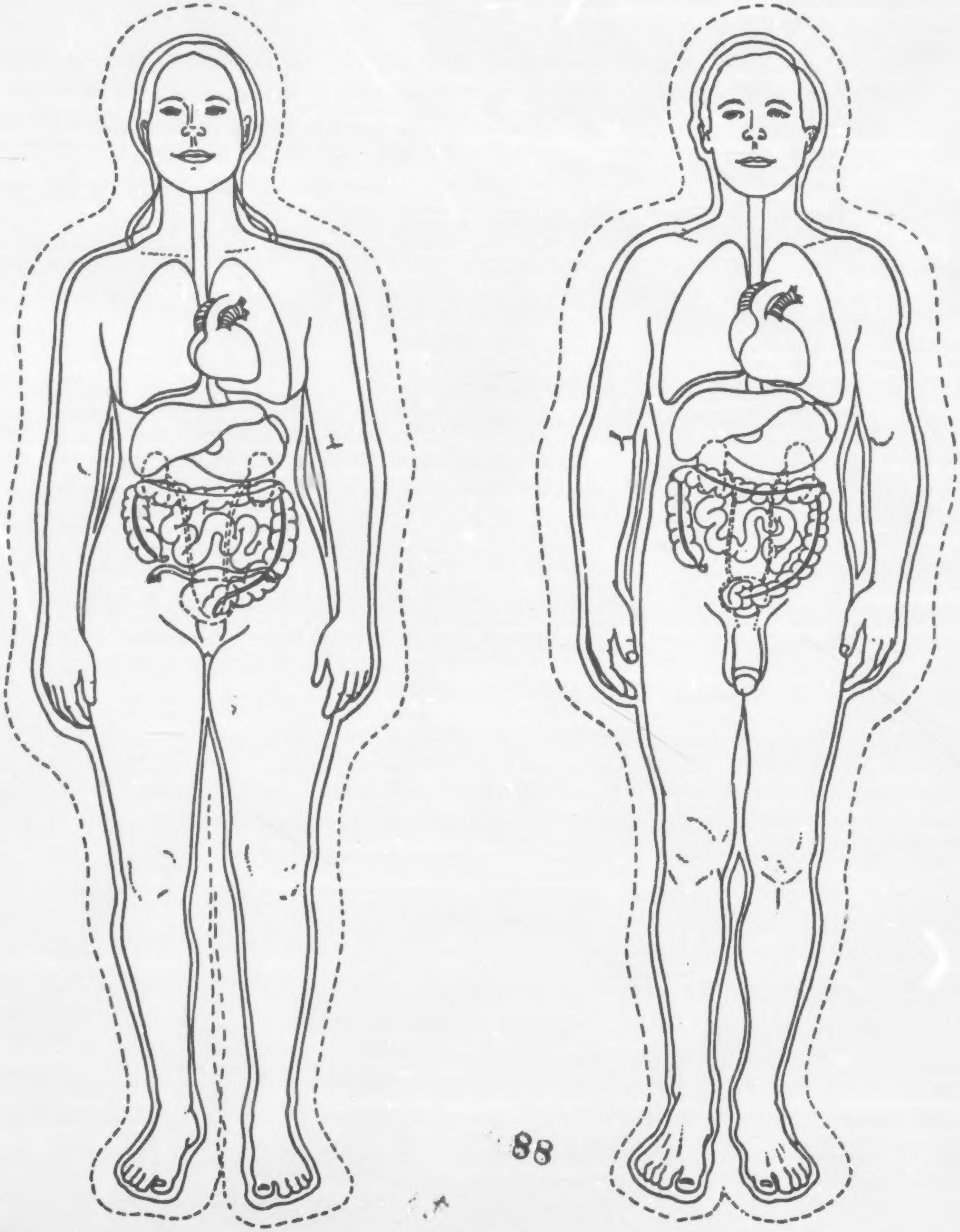
Crayons, felt tip markers or water colors. Body chart for each person.

Procedure:

1. Using the materials provided color your body as brightly as possible. Choose colors and designs that are healthy and which express energy. Start with the part of your body you think is the healthiest. Color it the brightest. Decorate your organs in the most beautiful ways you can imagine. Make your body radiate strength, beauty and energy.
2. Color the "Aura" (space inside the dotted line) around your body, make it glow, sending out rays of energy.
3. When you finish, stare at the body image you created for 30 seconds. Close your eyes and try to recreate the image in your mind. Imagine the colors becoming brighter and brighter. Keep your eyes closed and breathe in deeply. Exhale slowly. Imagine yourself becoming brighter, healthier and having more energy.
4. Create a "well" image of yourself whenever you want. Try it next time you feel tired, run-down, or nervous about a test, a race, or even when getting ready for a party. Close your eyes and imagine yourself as bright, beautiful and full of energy.
5. Did you know your body produces a magnetic field around it just as the wire circuit of a radio transmitter produces one? This magnetic field which extends out from your body is called its *aura*. Imagine yourself as a light bulb, and your aura as the light which surrounds your body. Imagine that the brightness and colors of your aura reflect your overall condition.)

Adapted from THE WELL BODY BOOK by Samuels and Bennett, Random House, New York, © 1973, pp 50-53. Reprinted by permission of the publisher

Body Chart for Bright Life Activity



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Understanding Stress

Purpose:

To help campers examine events that cause stress in their lives.

Participants:

Counselor and campers (recommended age: all).

Materials:

Paper and pen/pencil for each camper.

Procedure:

1. Discuss with campers the meaning of stress. Talk about some stress-inducing events (automobile congestion, an important test, the death of a grandparent, noisy dining hall, etc.)
2. Ask campers to make a list of 10 events in their lives which cause the most stress (make them feel up-tight). Counselor should give a few examples from his or her experiences.
3. Have campers use the following coding procedure:
   a. Place an H next to those events which take place in the home.
   b. Place a C next to those events which take place at camp.
   c. Place a S next to those events which take place at school.
   d. Place a $ next to those events which involve money.
   e. Place a P next to those events which include a parent.
   f. Place a B next to those events which include a brother/sister.
   g. Place a F next to those events which include a friend.
   h. Place an * next to those events which have occurred within the last week.
4. Some discussion questions:
   a. What kind of circumstances tend to surround your most stressful events?
   b. What are some positive and negative ways a person can deal with stress?
   c. How many of the listed stressful events occur in your parents' lives?
   d. Are any of your stressful events related to your present age or part of the process of growing and maturing?

(PUTTING YOUR HEART INTO THE CURRICULUM by the American Heart Association. © 1978. Reprinted with permission of the American Heart Association.)

Breathing Naturally

Purpose:

To demonstrate to campers a natural breathing method which aids relaxation and maximizes lung capacity.

Participants:

Counselor and campers (recommended age: all).

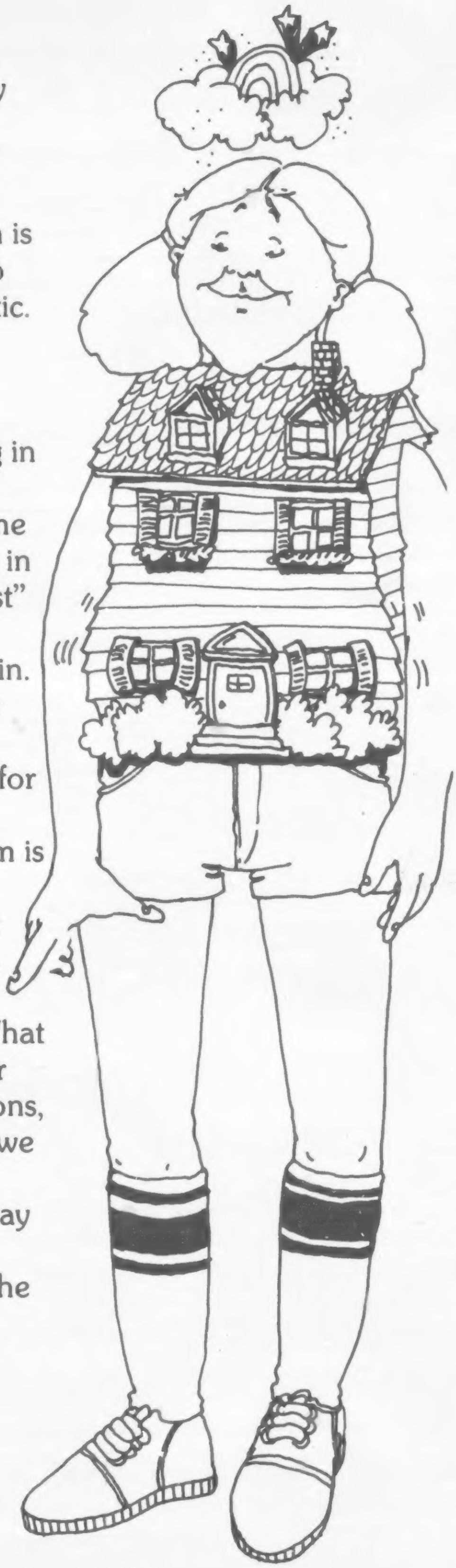
Materials:

None.

Procedure:

1. Ask campers if they have ever been told to "stand up straight—stomach in, chest out!". Have each of them do this, and then ask them to take a deep breath. What happened to their stomach muscles (and diaphragm) and their chest? Was it difficult or even painful to breathe this way?
2. Explain to them that there is another way to breathe . . . the kind taught by yoga . . . where you fill your lungs not by pulling in the diaphragm and stomach muscles but by letting the diaphragm expand and the stomach muscles relax. Demonstrate this. Let your campers watch or feel what happens to your stomach as you inhale and exhale.
3. Now, let the campers try. Beginning in pairs, they can work together. Make sure that as they inhale, their stomach expands first, then the chest. This will probably be very awkward to most of them (except, perhaps, for those who have had voice lessons). Explain to them that while sleeping this is the way they naturally breathe. And, when practiced, the lung capacity will increase, aerobic conditioning will be improved, and the heart won't need to work as hard!

4. Here's a simple exercise that might help. Ask the campers to imagine their body to be like a three-story house with the stomach acting as the first floor, the lungs and chest the second floor, and the collarbone forming the roof over the third floor. The inhaled air should go directly to the first floor. Once the stomach is "full", let the chest expand. When it seems there is no more room for air, raise the collarbone and fill the attic. Breathe out slowly, doing everything in reverse. Continue to practice this deep breathing for a few minutes. Ask the campers how they feel.
5. Ask the campers to think about the ratio of breathing in to breathing out (you'll probably have to explain the concept of "ratio" to the younger campers!). Is the time equal? Or does it take longer to breathe out (in) than in (out)? According to many yoga practitioners, the "best" breathing ratio is one to two, which means that breathing out should take *twice* as long as breathing in. Ask your campers to try this, remembering what they learned above. You may guide them through this, having them inhale for two seconds, hold the breath for one second, and then exhale for four seconds. Of course, other 1:2 ratios can be tried. Once this rhythm is established, encourage your campers to hold their breath longer. For instance, they might breathe in for two seconds, hold their breath for eight seconds, and then exhale for four seconds.
6. Ask campers to think about the breathing process. What is happening? (We are exchanging carbon dioxide for oxygen, etc.) More than such physiological explanations, you may want to guide them in a discussion on how we interact with our environment with each breath. Thoughts on the effects of pollution on our bodies may emerge. To some societies breathing is a religious experience. Actually, the word spirit is derived from the Latin "spiritus" which means "breath of life".



Portions adapted from EVERYBODY'S A WINNER by Tom Schneider, © 1976, pp. 63-67. Reprinted by permission of Little, Brown & Co., Boston, Mass.

Stress Management: Progressive Relaxation

Purpose:

To learn a technique to reduce tensions and experience relaxation.

Participants:

Counselor and campers (recommended age: all).

Materials:

None

Procedure:

Select a quiet, comfortable environment (e.g. cabin, an isolated field, a stream). The following directions should be given in a low voice with an effort not to interrupt the private worlds of the participants. Review the breathing techniques outlined in the previous activity.

1. Breathe in deeply (through the nose) and raise your arms over your head. Hold your breath and stretch, tensing all muscles, then let them go limp and exhale slowly (through the nose), dropping your arms to your side. Now lie limply with your eyes closed and take another long, deep breath. Exhale as far as you can, releasing your breath very slowly.
2. While still lying on your back, begin with your feet, tensing the muscles in your right foot and then letting them relax. Repeat with your left foot. Now gradually tense and relax the ankles, calves, knees, and thighs until your legs feel loose and free. Let waves of relaxation spread into your abdomen, chest and shoulders; then all along your spine and back.
3. Feel the muscles begin to loosen. Tense your abdominal muscles; relax. Tighten your buttocks, and relax. Tighten all the muscles of your back and relax. Now relax your fingers one by one. Close and open your fists, first your right hand, then your left. Relax the muscles in your arm. Shrug your shoulders, then relax. Relax along the sides and back of your neck. Tense your facial muscles, then relax. Let your jaw sag with lips slightly parted. Yawn. Feel your scalp loosen. Let your eyes relax and rest.
4. Feel the relaxation enveloping your entire body. Become aware of the steady, slow beating of your heart and of your breath as it flows in and out. Breathe in deeply, breathing in energy from around you. As you breathe out, more and more tension leaves you. Concentrate on the flow of your breath and feel the state of relaxed peace.

WELLNESS ACTIVITY IV-8

Stress Management: Relaxation Techniques

Purpose:

To learn a variety of techniques to relax alone.

Participants:

Counselor and campers (recommended age: all). Once learned, these activities can be done alone.

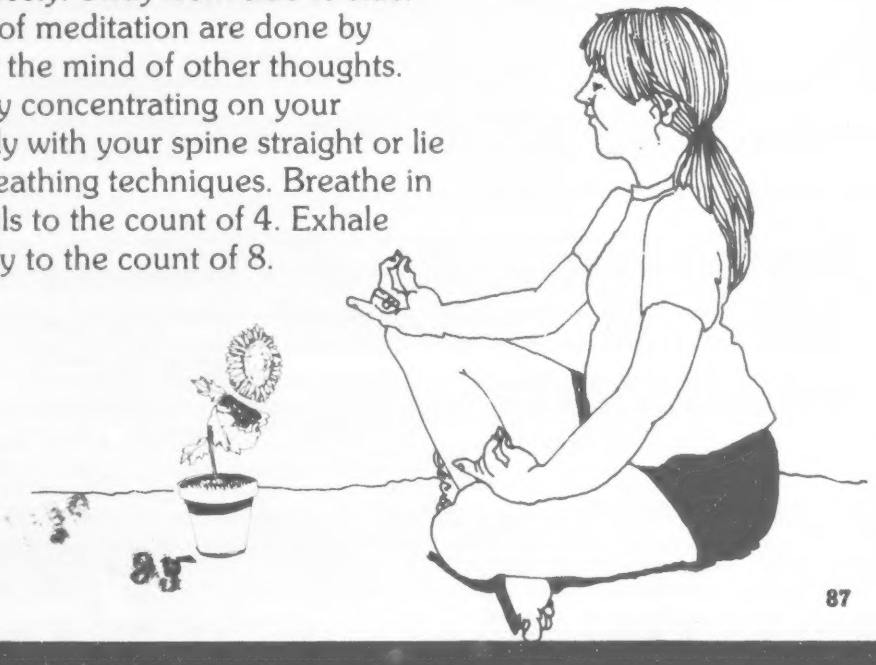
Materials:

None

Procedure:

(These activities can be taught separately or in any desired combination.)

1. Choose an object (a flower, leaf, picture), or a location (blank wall, the sky, the ceiling, the floor). Try to lose yourself in this object or place by concentrating completely on the thing you see. Notice all the textures, movement, colors. Try to imagine yourself as a part of this object or place. Fall deeper and deeper away from your conscious self.
2. Dance. With or without music, dance. Move to express an emotion, imitate an animal or an object. Feel all of the parts of your body as you move. Close your eyes, sway to your feelings. There are no steps to learn, just move. Do this until you are exhausted. Now relax.
3. Be a rag doll. Stand with your legs apart, bend at waist. Let your head and arms hang (don't bounce). Shake your arms and hands loosely. Sway from side to side.
4. Meditation. Some types of meditation are done by repeating a word to void the mind of other thoughts. You can also meditate by concentrating on your breathing. Sit comfortably with your spine straight or lie down. Review proper breathing techniques. Breathe in slowly through the nostrils to the count of 4. Exhale through the mouth slowly to the count of 8.



Focus your attention on what happens to your body as you continue to breathe at this slow rate. After a while let your awareness rest on your breathing without counting. As your mind wanders to other thoughts, gently bring it back to your breathing. Continue for about 10-15 minutes.

5. Centering. Position yourself as above with your eyes closed and your chest and stomach muscles relaxed. Breathe deeply and slowly as above. Try to locate the center of your body, and send all your thoughts and feelings there. This is called centering. The purpose of centering is to relax, to locate the body's energy center, and to feel an inner strength. Do you believe that your body has a spiritual energy center?
6. "Magic Carpet". Lie down on your back on a padded floor or on the grass. Lift the right leg about 12 inches off the ground and stretch it as far as you can for about twenty seconds. All your energy and concentration must be on the outstretched leg. Drop the right leg, and immediately lift the left one. Shift all concentration to the left leg and stretch it for another twenty seconds. Follow this with the right arm, and then the left. Slowly and without jerking it, turn your head from side to side several times. Take some deep breaths. After a few seconds, ask the campers how they felt at the end of the exercise? (The name "Magic Carpet" derives from the floating experience many may have.) Do their limbs feel relaxed? What caused this feeling? (After totally concentrating on one part of the body, it is suddenly ignored,fully relaxed. That's the secret!)
7. Clouds. Ask campers how clouds could represent feelings, i.e. dark with anger, soft and gentle, full of tears, quickly changing, etc. Have children close their eyes and begin slow, rhythmic deep breathing. In a quiet voice take them on a relaxing cloud journey. Each child is asked to imagine a soft, fluffy cloud which descends and enfolds him. Lifted skyward by a soft breeze they drift over woods and water. Use your imagination to guide them on their restful journey. Return them gently to earth. Have them open their eyes (some may have fallen asleep!) Discuss the importance of relaxation.

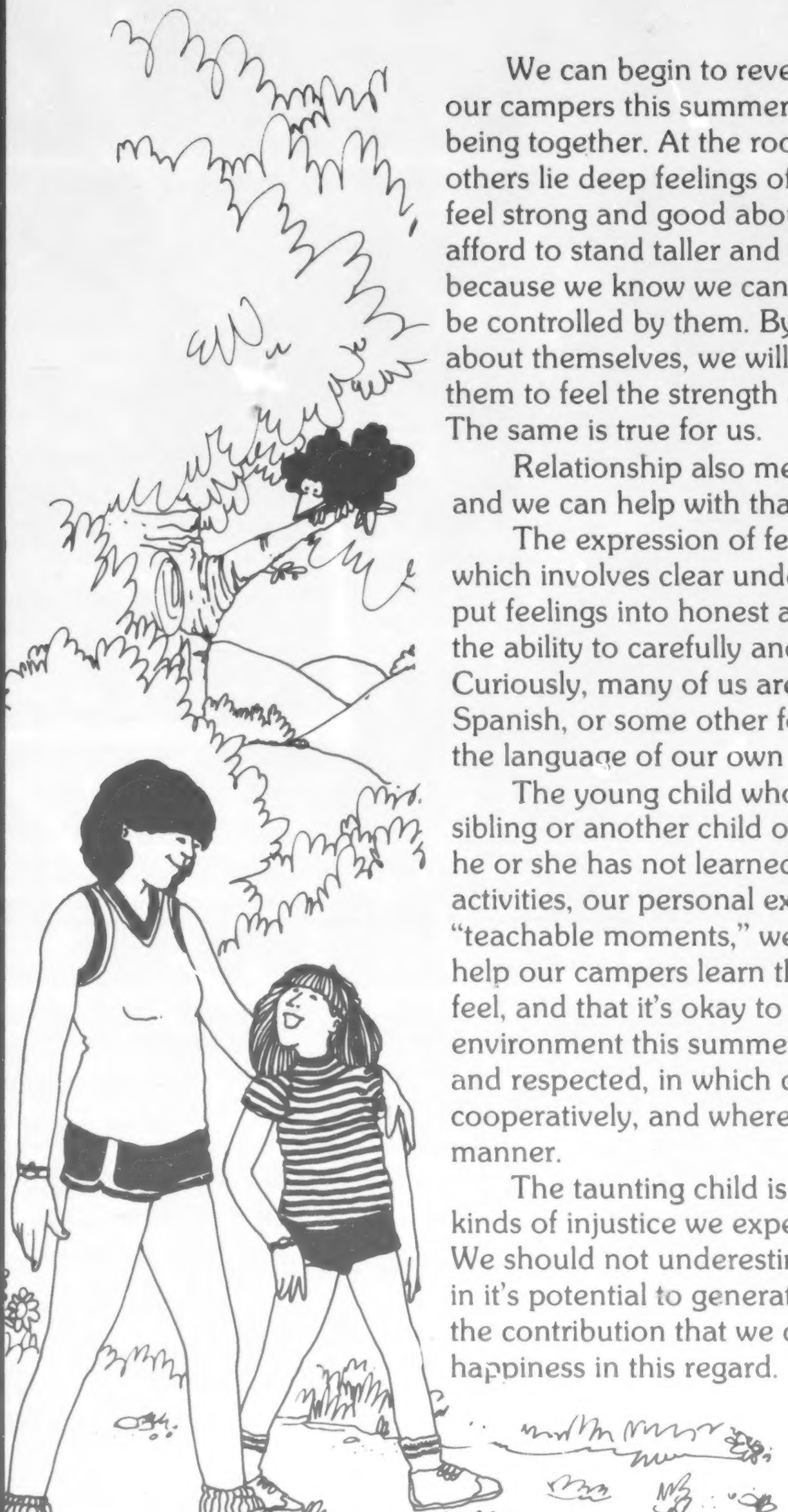
DIMENSION 5
RELATING TO OTHERS

Wishing You Were Here, Give Me Love, Give Me Peace On Earth, My Love, Let's Love, You've Got A Friend, This Guy's In Love with You, What the World Needs Now, A Time For Us, I Wanna Be Your Man, P.S. I Love You, She Loves You...

Only a dozen songtitles out of thousands, but they are representative of the importance in our lives of making intimate contact with other human beings. We need to love and be loved to feel that our lives have purpose. Somehow even the greatest accumulation of wealth, power, and prestige leaves us feeling very small inside without the existence of authentic love in our life.

But as much as we need it, we have trouble achieving it. Divorce statistics alone are one indication of the frequency with which people come together, yet fail to make it together. And the ways we treat one another in business, politics, or on the street are others.

Apparently, as much as we desire love and need people, many of us are scared to death of showing the love for which we yearn. We are afraid of being hurt, used, manipulated, or rejected. We move into relationships only to move out of them when things get tough or the issue of commitment becomes apparent. We proclaim ourselves honest and caring, yet draw battle lines when it comes to business or our own personal convenience.



We can begin to reverse that trend for ourselves and our campers this summer by exploring some new ways of being together. At the root of our fear and mistrust of others lie deep feelings of our own inadequacy. When we feel strong and good about ourselves, however, we can afford to stand taller and be more open with others simply because we know we can handle eventualities rather than be controlled by them. By helping our campers feel better about themselves, we will have formed the first step for them to feel the strength and grace to reach out to others. The same is true for us.

Relationship also means being able to share feelings, and we can help with that this summer, too.

The expression of feeling is actually a language in itself which involves clear understanding of oneself, the ability to put feelings into honest and caring words or action, and the ability to carefully and totally listen to what others say. Curiously, many of us are more proficient in French, Spanish, or some other foreign language than we are in the language of our own feelings.

The young child who constantly teases or harrasses a sibling or another child obviously has feelings inside which he or she has not learned to express. Through structured activities, our personal example, and our attention to "teachable moments," we have a beautiful opportunity to help our campers learn that there *are* words for what they feel, and that it's okay to express them. We can create an environment this summer in which differences are heard and respected, in which decision-making occurs cooperatively, and where conflict is resolved in an "all-win" manner.

The taunting child is not entirely removed from the kinds of injustice we experience with one another as adults. We should not underestimate the power of summer camp in it's potential to generate love and caring, nor take lightly the contribution that we can make to a child's future happiness in this regard.

Cooperating With Others

Purpose:

To demonstrate the need for cooperation to solve problems and how working together can benefit both the group and the individual.

Participants:

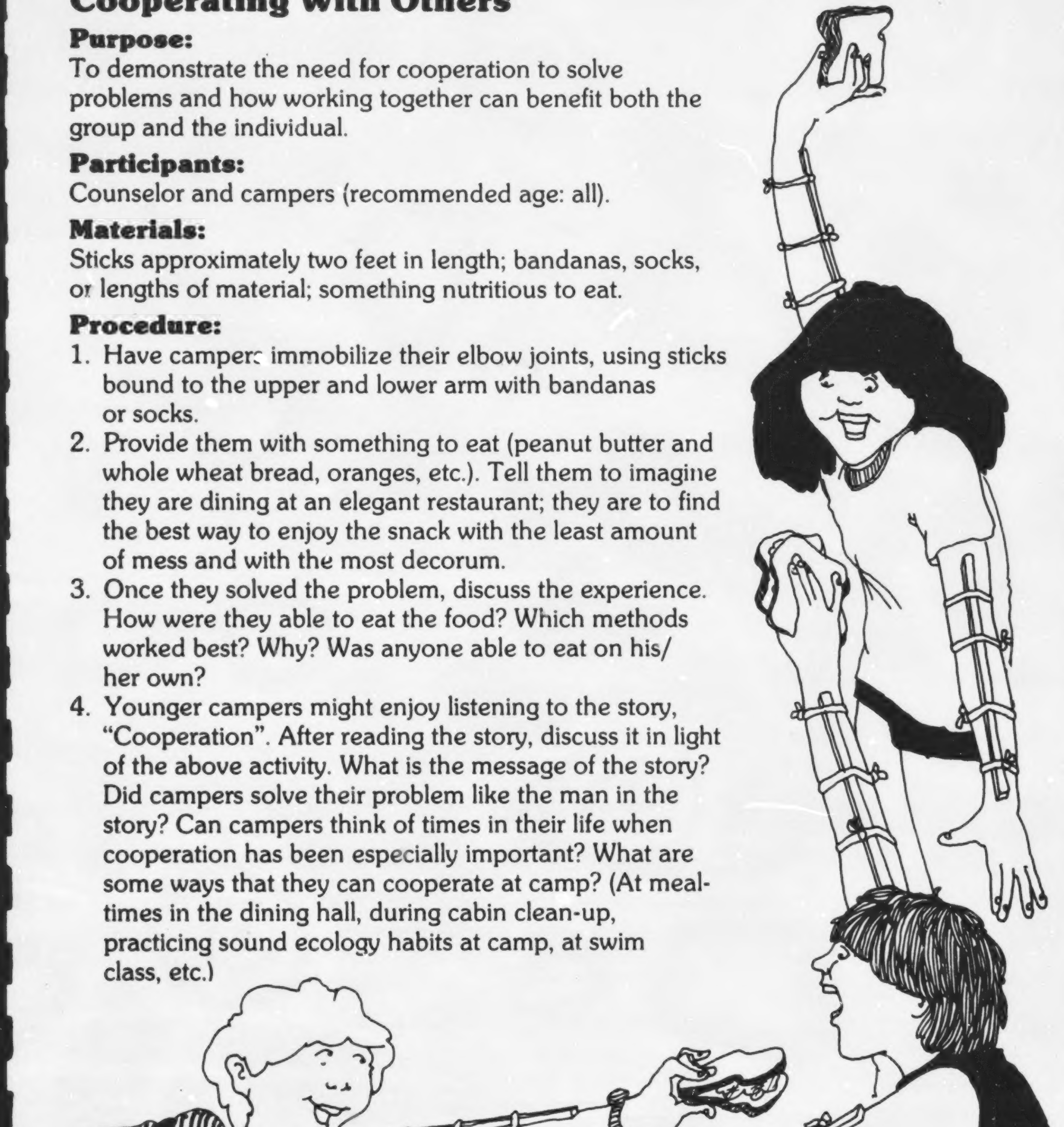
Counselor and campers (recommended age: all).

Materials:

Sticks approximately two feet in length; bandanas, socks, or lengths of material; something nutritious to eat.

Procedure:

1. Have campers immobilize their elbow joints, using sticks bound to the upper and lower arm with bandanas or socks.
2. Provide them with something to eat (peanut butter and whole wheat bread, oranges, etc.). Tell them to imagine they are dining at an elegant restaurant; they are to find the best way to enjoy the snack with the least amount of mess and with the most decorum.
3. Once they solved the problem, discuss the experience. How were they able to eat the food? Which methods worked best? Why? Was anyone able to eat on his/her own?
4. Younger campers might enjoy listening to the story, "Cooperation". After reading the story, discuss it in light of the above activity. What is the message of the story? Did campers solve their problem like the man in the story? Can campers think of times in their life when cooperation has been especially important? What are some ways that they can cooperate at camp? (At mealtimes in the dining hall, during cabin clean-up, practicing sound ecology habits at camp, at swim class, etc.)



Cooperation

There was once a man who always had trouble making a decision. He couldn't decide what to wear, eat, do or anything.

One day this man up and died, so of course he had the choice of going to heaven or to hell. Well, he thought about this for a long time and decided to try hell just to see what it was like. So he got there and found some tremendous, wooden double doors about 20 feet tall with giant golden handles. He opened the doors and went down a giant, beautiful hallway with giant chandeliers hanging from the ceiling, shag carpet, the whole works. He got to the end and was amazed to find a big, beautiful dining room with lots of beautiful people sitting at long fancy tables filled with turkeys, goblets, fruit, just an unbelievable feast. The man stood in awe not believing what he was seeing. He thought to himself, this place doesn't look too bad. Then he noticed something. No one could bend their arms at the elbow. People would stick a big piece of turkey on their fork and they would have to hold it above their heads and shake it off and try to catch it. They would always miss, spilling food and drink all over themselves and the floor. They were starving to death right there with all that food.

Well, after observing this he decided that he'd try heaven to see what it was like. So he went to heaven and was surprised to find some big double doors just like down below. He entered them and followed a fancy hallway to a giant dining room also just like down below. They had tons of delicious food, long tables, well-dressed people, and to the man's amazement these people couldn't bend their arms either. He couldn't believe it! Then he noticed something. He saw a person jab a big piece of turkey on his fork and swing his stiff arm over to his neighbor to have him bite it off. Then his neighbor would do the same for him with food and the goblets. These people were getting along fine because they were were helping each other out, and doing things for each other.

Needless to say, the undecisive man stayed in heaven because he realized, just like everyone should, that helping each other out makes for happier and better times.

(from A COLLECTION OF DEVOTIONAL THOUGHTS distributed at the 1979 YMCA National Camping Conference, Minneapolis, Minnesota)

Knots

Purpose:

To experience a cooperative game rather than a competitive one.

Participants:

Counselors and campers, 12 to 15 in number (recommended age: all).

Knots

Purpose:

To experience a cooperative game rather than a competitive one.

Participants:

This activity uses a small group of people (12-15).

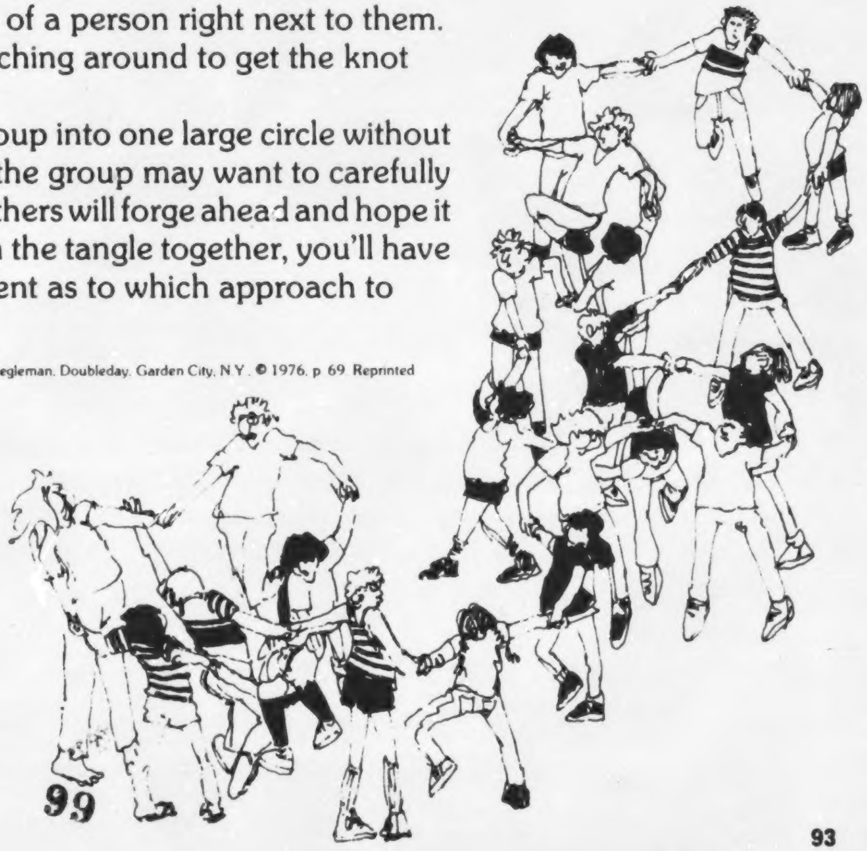
Materials:

None

Procedure:

1. Everyone stands in a circle, shoulder-to-shoulder and places their hands in the center. Now everybody grabs a couple of hands.
2. Make sure that no one holds both hands with the same person or holds the hand of a person right next to them. (It might take a bit of switching around to get the knot tied right.)
3. The task is to untie the group into one large circle without opening hands. Some in the group may want to carefully analyze the way out and others will forge ahead and hope it works. Since you are all in the tangle together, you'll have to come to some agreement as to which approach to follow.

Adapted from THE NEW GAMES BOOK edited by Andrew Fluegleman. Doubleday, Garden City, N.Y., © 1976, p. 69. Reprinted by permission of the publisher



A "Blind" Walk

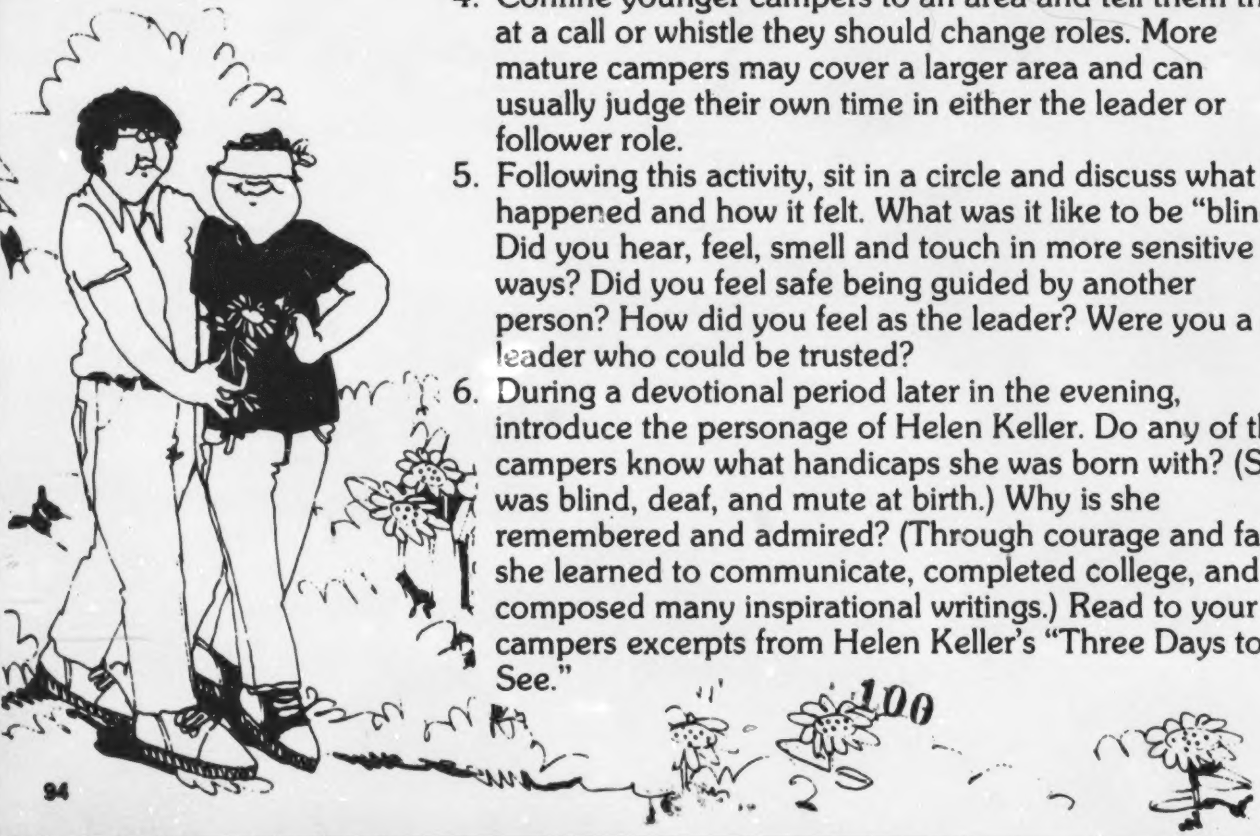
Purpose:
To establish a rapport of trust and to increase sensory awareness.

Participants:
Campers grouped into pairs with sufficient counselors to ensure safety and supervision (recommended age: all).

Materials:
Blindfolds.

Procedure:

1. Go to a safe, open, relatively quiet area of camp.
2. Divide campers into pairs. One camper places the blindfold (bandanas work well) over his/her eyes. The other camper acts as the leader. No one should speak during the activity. The leader must take every precaution to ensure the safety of the blind person. The blind person needs to trust the leader and hold his/her arm during the walk.
3. Suggest to the leaders that they "show" the "blind" camper such things as bark on trees, leaves, scent of flowers, water, etc. The "blind" camper must in turn be encouraged to pay attention to the smells and textures of the surroundings.
4. Confine younger campers to an area and tell them that at a call or whistle they should change roles. More mature campers may cover a larger area and can usually judge their own time in either the leader or follower role.
5. Following this activity, sit in a circle and discuss what happened and how it felt. What was it like to be "blind"? Did you hear, feel, smell and touch in more sensitive ways? Did you feel safe being guided by another person? How did you feel as the leader? Were you a leader who could be trusted?
6. During a devotional period later in the evening, introduce the personage of Helen Keller. Do any of the campers know what handicaps she was born with? (She was blind, deaf, and mute at birth.) Why is she remembered and admired? (Through courage and faith she learned to communicate, completed college, and composed many inspirational writings.) Read to your campers excerpts from Helen Keller's "Three Days to See."



Excerpts from

"Three Days to See"

by Helen Keller

I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend who had just returned from a long walk in the woods what she had observed. "Nothing in particular," she replied. How is it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through merely touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees in hopeful search of a bud, the first sign of nature awakening after her winter's sleep. Occasionally, If I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

At times my heart cries out with longing to see all of these things. If I can get so much pleasure from mere touch, how much more beauty would be revealed by sight? And I have imagined what I should most like to see if I were given the use of my eyes for just three days. I should like to take a long walk in the woods and intoxicate my eyes on the world of nature. And I should pray for the glory of a colorful sunset. That night, I think I should not be able to sleep. I would arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth.

Perhaps this short outline does not agree with the programs that you might set for yourself if given only three days to see. If you know you were about to be stricken blind, however, I am sure you would use your eyes as never before. You eyes would touch and embrace every object that came within your range of vision. Then at last you would really see, and a new world of beauty would open itself before you.

I, who am blind, can give one hint to those who see: use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your tactile senses would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never taste nor smell again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which nature provides . . . But of all the senses, I am sure that sight must be the most beautiful.

WELLNESS ACTIVITY V-4

Finding Your Shoes

Purpose:

To build group togetherness through interdependence.

Participants:

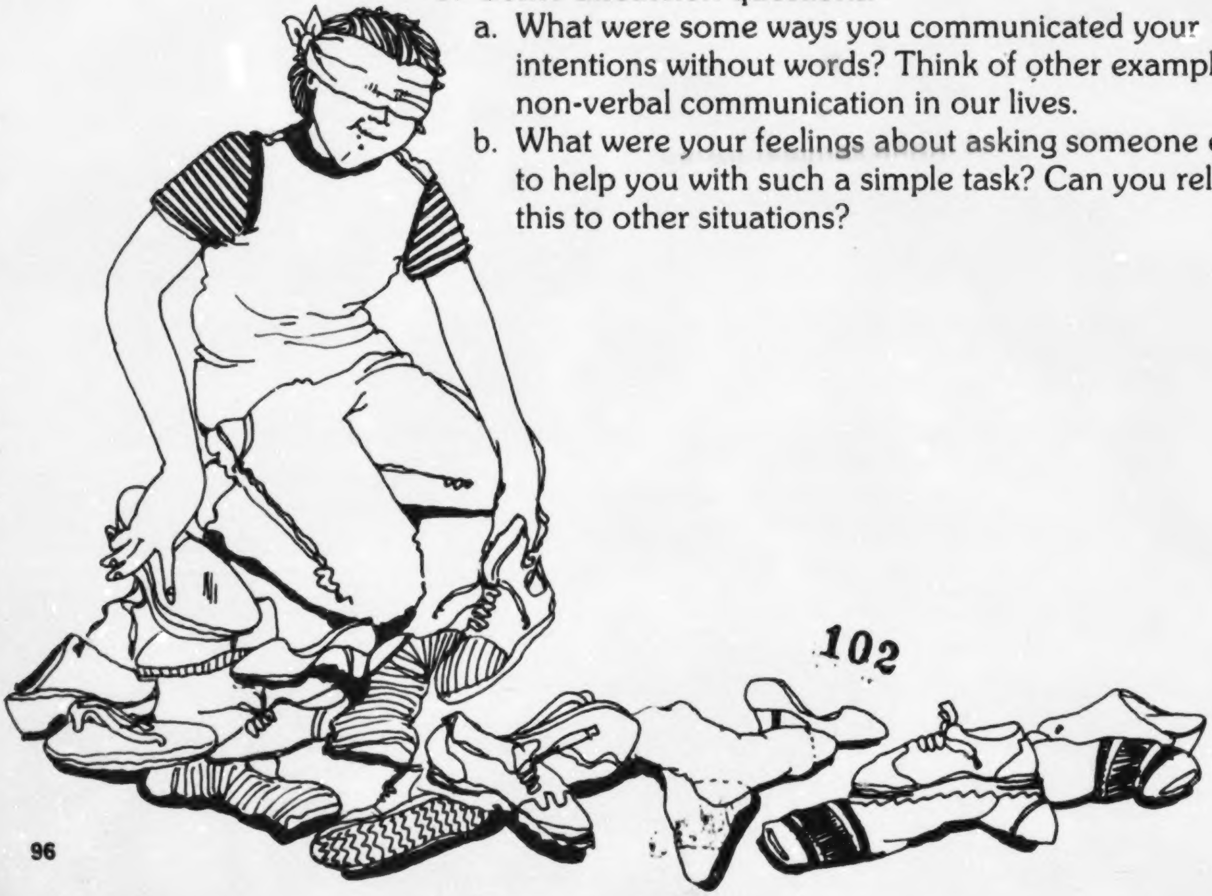
Counselor and campers, not to exceed 15 participants (recommended age: all).

Materials:

Blindfolds, with all participants wearing shoes and socks.

Procedure:

1. Have everyone sit in a circle, remove their shoes and socks, and put them in a pile in the middle.
2. Wearing blindfolds, each person must try to identify their own socks and shoes. No one is allowed to put shoes and socks on their own feet, but must ask someone else to put them on your feet for you.
3. Remove blindfolds and see if everyone ended up with their own socks and shoes.
4. You may try the same activity without verbal communication.
5. Some discussion questions:
   a. What were some ways you communicated your intentions without words? Think of other examples of non-verbal communication in our lives.
   b. What were your feelings about asking someone else to help you with such a simple task? Can you relate this to other situations?



Are We Really Different?

Purpose:

To help campers understand and appreciate individual differences and similarities.

Participants:

Counselor and campers (recommended age: all).

Materials:

Paper and pencil/pen for each camper.

Procedure:

1. While sitting together as a group, ask campers to either write down or express verbally the *differences* they note among the members of the group. Such differences can be physical (height or weight), personal habits (a preference to rise early in the morning), personality (friendly), likes or dislikes (horseback riding), etc. Encourage campers to observe themselves as well as others.
2. When the list is complete, ask campers to make a similar listing of the *similarities* they note among the members of the group.
3. With older campers, introduce the person of Martin Luther King and read the following excerpted from "Stride Toward Freedom":

   > To retaliate in kind would do nothing but intensify the existence of hate in the universe. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate.

   Discuss the meaning of the lines. Ask campers to think of examples where compassion and understanding are more appropriate responses than retaliation. Role playing can be very effective. Can they relate these lines to examples in their personal life, camp life or world events?

4. With younger campers, read the following poem by Shel Silverstein entitled, "No Difference":

Small as a peanut,
Big as a giant,
We're all the same size
When we turn off the light.
Rich as a sultan,
Poor as a mite,
We're all worth the same
When we turn off the light.
Red, black or orange,
Yellow or white,
We all look the same
When we turn off the light.
So maybe the way
To make everything right
Is for God to reach out
And turn off the light!

If read at night, turn all lights off before reading the poem. Do we have to wait for God to turn off the light? How can we learn to accept and appreciate the value of human differences?

A Group Dynamics Game (A,B,X,Y)

Purpose:

To experience group decision-making in an attempt to win a game. This game is useful in helping to understand how groups function.

Participants:

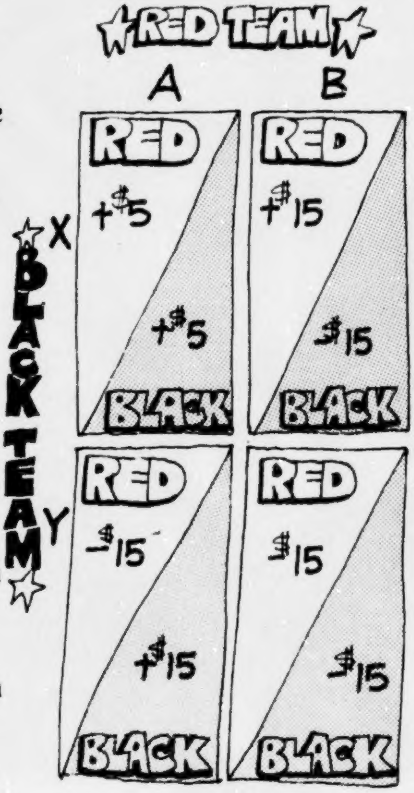
Counselor and campers (recommended age: 12 and up).

Materials:

Fifteen blank sheets of paper for each group to use as ballots. Pencils and diagram sheet of money values for the various combinations. Score charts for each inning.

Procedure:

1. Divide the group into two groups, the red group and the black group. Tell them where they are to go after the initial directions have been given to all (separate rooms or at a great enough distance so they can not be heard by each other).
2. Explain that the purpose of the game is to make as much money as possible for your group and to lose as little as possible.
3. Within each group you are to decide on a vote, the red group will vote either X or Y, and the black group will vote either A or B. The vote will be decided by majority rule.
4. As you go to your respective locations, you will be given a diagram sheet of money values for the various combinations which your vote could bring.
5. Each group will have 3 minutes to decide how they wish to vote. A messenger will come to get your vote and take it to the other group.
6. Keep score in your group and decide what your next vote will be.
7. The game will continue for 10 or more rounds of votes.



TEAMS GAIN

Possible Combination	Red	Black
AX	+$ 5	+$ 5
BX	−$15	+$15
AY	+$15	−$15
BY	−$15	−$15

Box score for each inning

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Red															
Black															

DIMENSION 6
BEING PART OF THE WORLD

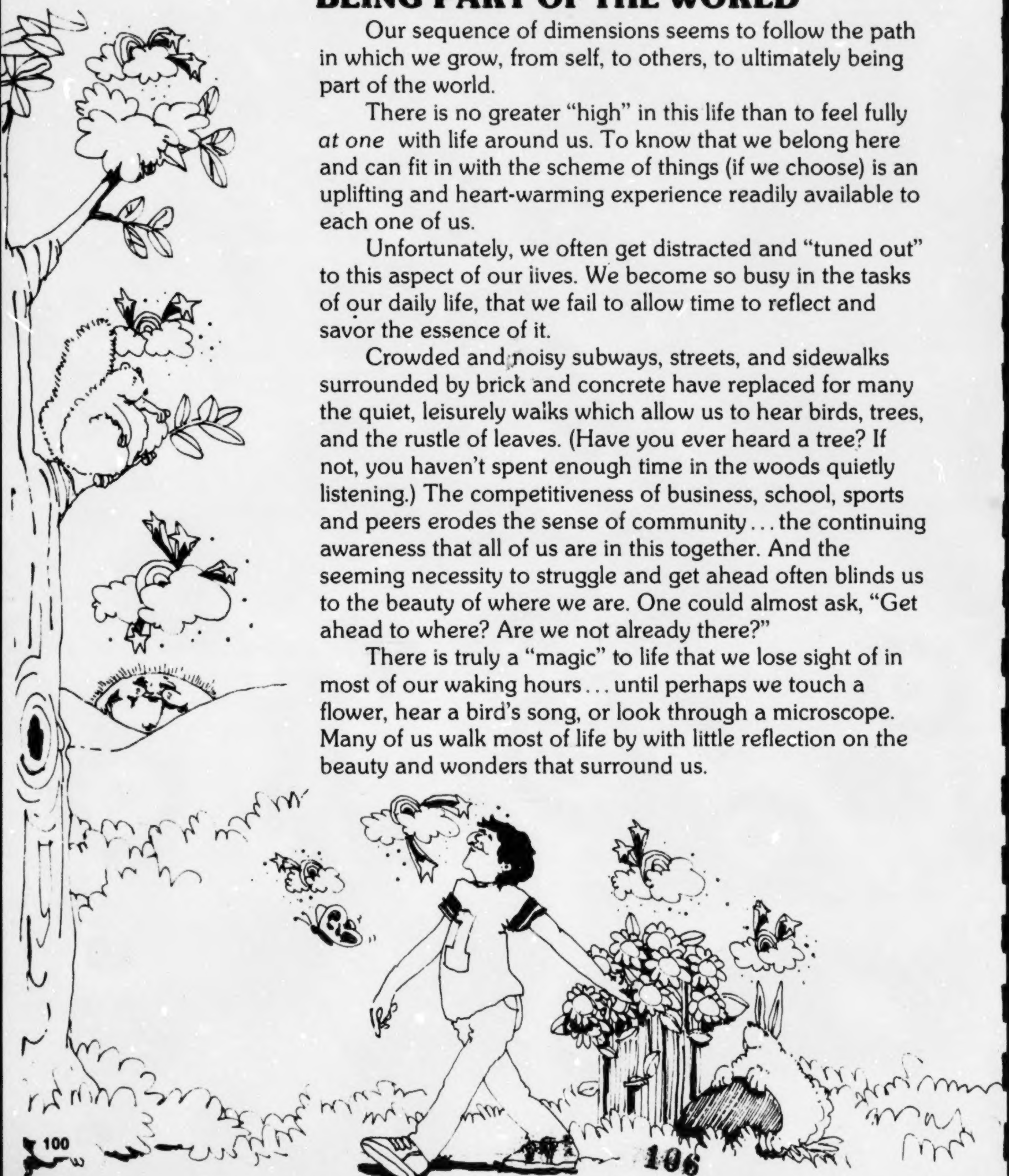
Our sequence of dimensions seems to follow the path in which we grow, from self, to others, to ultimately being part of the world.

There is no greater "high" in this life than to feel fully *at one* with life around us. To know that we belong here and can fit in with the scheme of things (if we choose) is an uplifting and heart-warming experience readily available to each one of us.

Unfortunately, we often get distracted and "tuned out" to this aspect of our lives. We become so busy in the tasks of our daily life, that we fail to allow time to reflect and savor the essence of it.

Crowded and noisy subways, streets, and sidewalks surrounded by brick and concrete have replaced for many the quiet, leisurely walks which allow us to hear birds, trees, and the rustle of leaves. (Have you ever heard a tree? If not, you haven't spent enough time in the woods quietly listening.) The competitiveness of business, school, sports and peers erodes the sense of community . . . the continuing awareness that all of us are in this together. And the seeming necessity to struggle and get ahead often blinds us to the beauty of where we are. One could almost ask, "Get ahead to where? Are we not already there?"

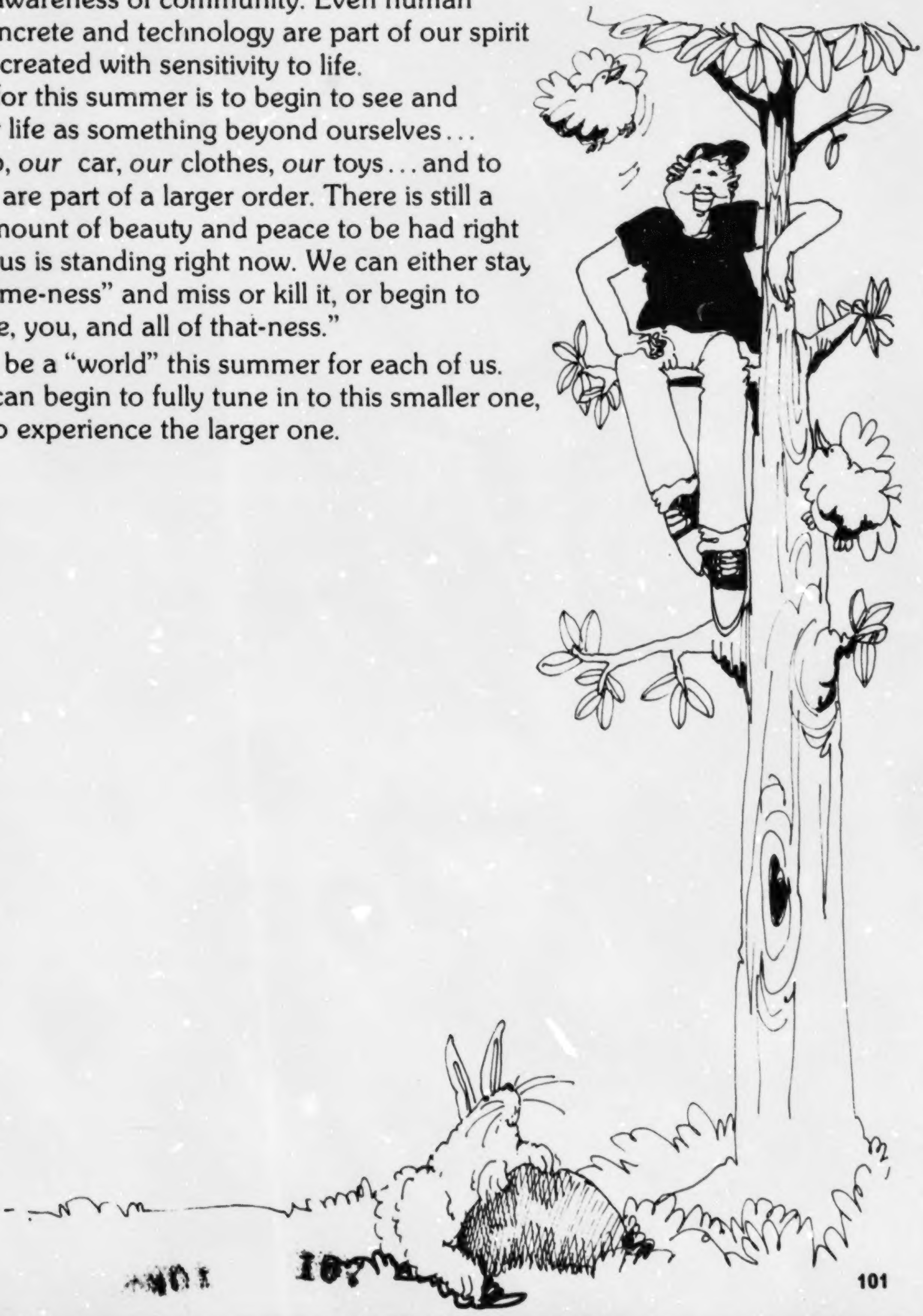
There is truly a "magic" to life that we lose sight of in most of our waking hours . . . until perhaps we touch a flower, hear a bird's song, or look through a microscope. Many of us walk most of life by with little reflection on the beauty and wonders that surround us.



Spiritual awareness means being "in synch" with all the creation around us. Beyond any ideology, it's a feeling of being a unique and valuable part of this incredible universe. One aspect of this involves a sensitivity to nature. Another is an awareness of community. Even human creations of concrete and technology are part of our spirit when they are created with sensitivity to life.

One goal for this summer is to begin to see and experience our life as something beyond ourselves . . . beyond *our* job, *our* car, *our* clothes, *our* toys . . . and to realize that we are part of a larger order. There is still a tremendous amount of beauty and peace to be had right where each of us is standing right now. We can either stay locked in our "me-ness" and miss or kill it, or begin to experience "me, you, and all of that-ness."

Camp will be a "world" this summer for each of us. Perhaps if we can begin to fully tune in to this smaller one, we will begin to experience the larger one.



Silent Walk

Purpose:

To help campers to become more sensitive to our natural environment.

Participants:

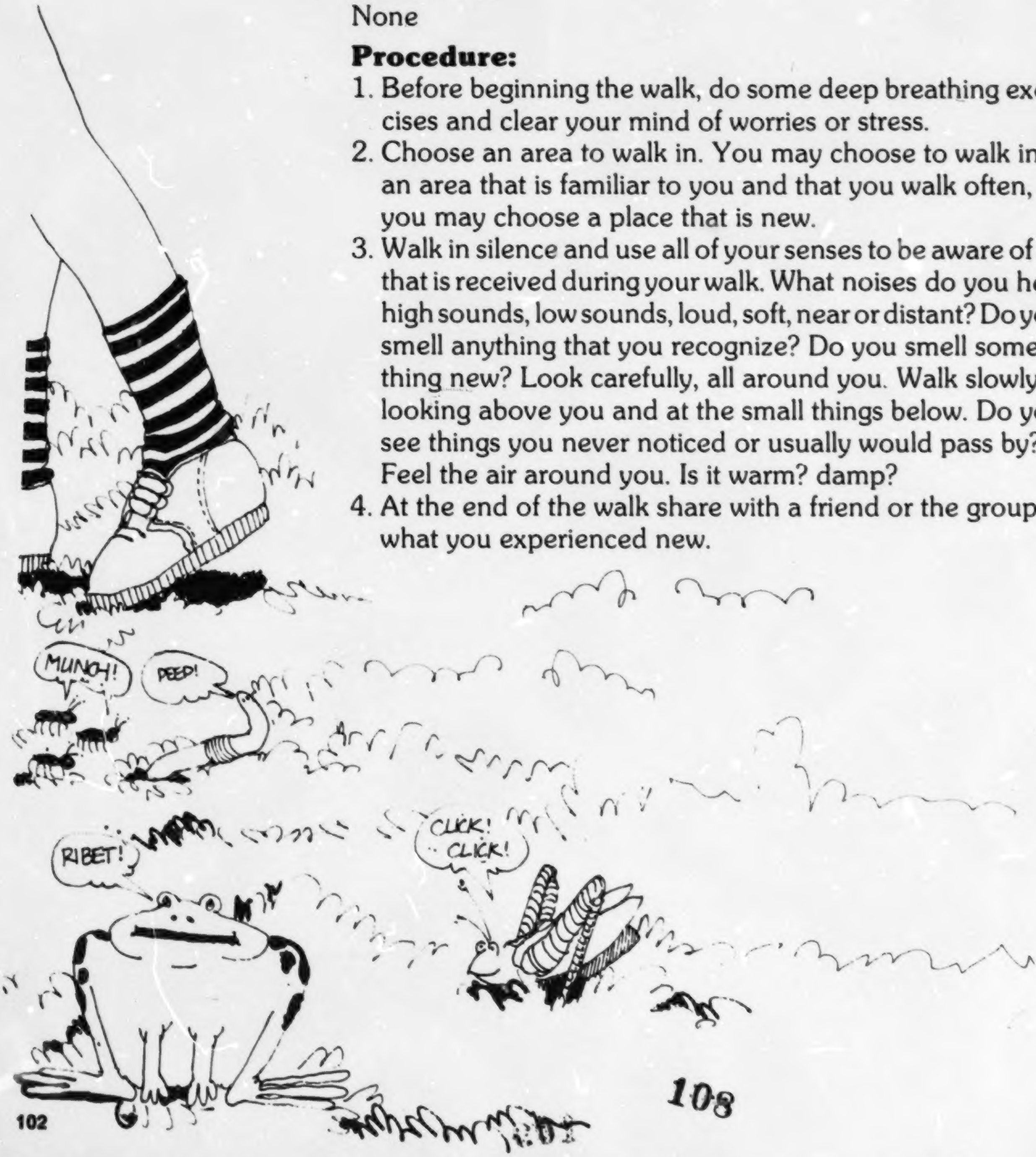
Counselor and campers (recommended age: all). May be done in a group or individually.

Materials:

None

Procedure:

1. Before beginning the walk, do some deep breathing exercises and clear your mind of worries or stress.
2. Choose an area to walk in. You may choose to walk in an area that is familiar to you and that you walk often, or you may choose a place that is new.
3. Walk in silence and use all of your senses to be aware of all that is received during your walk. What noises do you hear: high sounds, low sounds, loud, soft, near or distant? Do you smell anything that you recognize? Do you smell something new? Look carefully, all around you. Walk slowly, looking above you and at the small things below. Do you see things you never noticed or usually would pass by? Feel the air around you. Is it warm? damp?
4. At the end of the walk share with a friend or the group what you experienced new.


MUNCH!
PEEP!
RIBET!
CLICK! CLICK!

Night Hike

Purpose:

To sensitize campers to the different sights and sounds of the night environment.

Participants:

At least two counselors and no more than twenty campers (recommended age: 7 to 12).

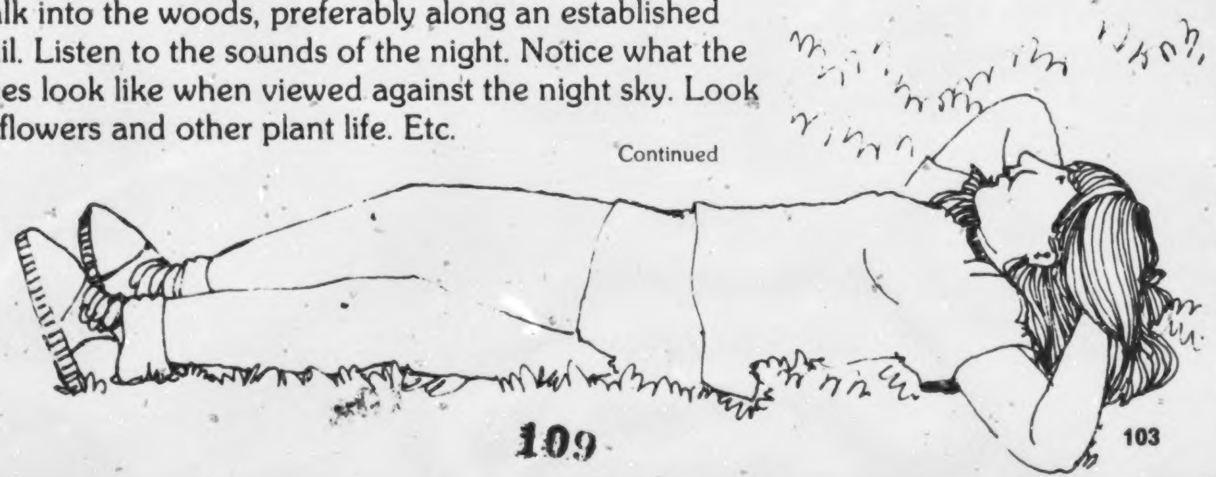
Materials:

A rope sufficiently long enough to allow all members of the group room to hang on while walking comfortably together; flashlights; red cellophane or clear red plastic to be used as covers for flashlights.

Procedure:

1. Have the campers make red covers for each flashlight. Explain to them that animals have difficulty detecting the color red.
2. Ask the campers about their feelings towards night and darkness. Are they scared of the dark? Have they ever been alone in a dark place? What did it feel like? How do they feel about taking a hike together in the woods at night? What might they expect to find? What is different between the night and day environment?
3. Explain to campers the purpose of the night hike: to give them a chance to sense what is happening in Nature during the night. Obviously, it is important that everyone remain very quiet and be attentive to the surroundings. The rope represents security, a link with others. A feeling of trust among campers and counselors is very important.
4. Position a counselor at each end of the rope and distribute the campers in between. Silently begin the walk into the woods, preferably along an established trail. Listen to the sounds of the night. Notice what the trees look like when viewed against the night sky. Look at flowers and other plant life. Etc.

Continued



5. After returning to camp, discuss with campers what they observed and how they felt.
6. If the night sky is clear, have your campers lie down in a field or clearing and find the constellations in the sky. It may be easiest to begin with the Big Dipper, North Star, and the Little Dipper. Have the chart and flashlight available. The flashlight is also useful for pointing to places in the sky.
7. Before leaving the field have everyone lie still for a few minutes of silent thinking. This is an ideal time to encourage spiritual thoughts, such as one's relationship to God, Nature, and others. A few thoughts from the counselor or the reading of a poem may be all the inspiration that is needed beneath a star-studded sky.
8. Ask each person to say something about his/her thoughts and feelings. Later, have each person write about the experience in a diary or camper log.

Counselor Notes:
Here are a few poems which may be useful with this activity.

Advice Upon Entering A Wood

Gertrude Ryder Bennett

Respect the silence of the wood.
Be thrifty with your sound.
Stand quietly awhile and hear
The acorns strike the ground.

Shake loose the bondage of the town
That dulls your ears with roar.
Be conscious of the pines that drip
Upon the forest floor.

No revelry is half as sweet
That you have ever heard
As, in the silence of wood,
The singing of a bird.

God Speaks to Us

Dean Walley

God speaks to us in the gentle rain
That splashes and taps on our windowpane;
We hear His voice in the comforting sigh
Of the wind as it goes murmuring by,
In the roar of the sea and the song of birds,
And when silent nights wear a star-studded crown
God talks in a language transcending all sound;
But His message of hope and love without end
Is most clearly heard in the voice of a friend.

Can You Feel It?

Purpose:

To explore the sense of touch.

Participants:

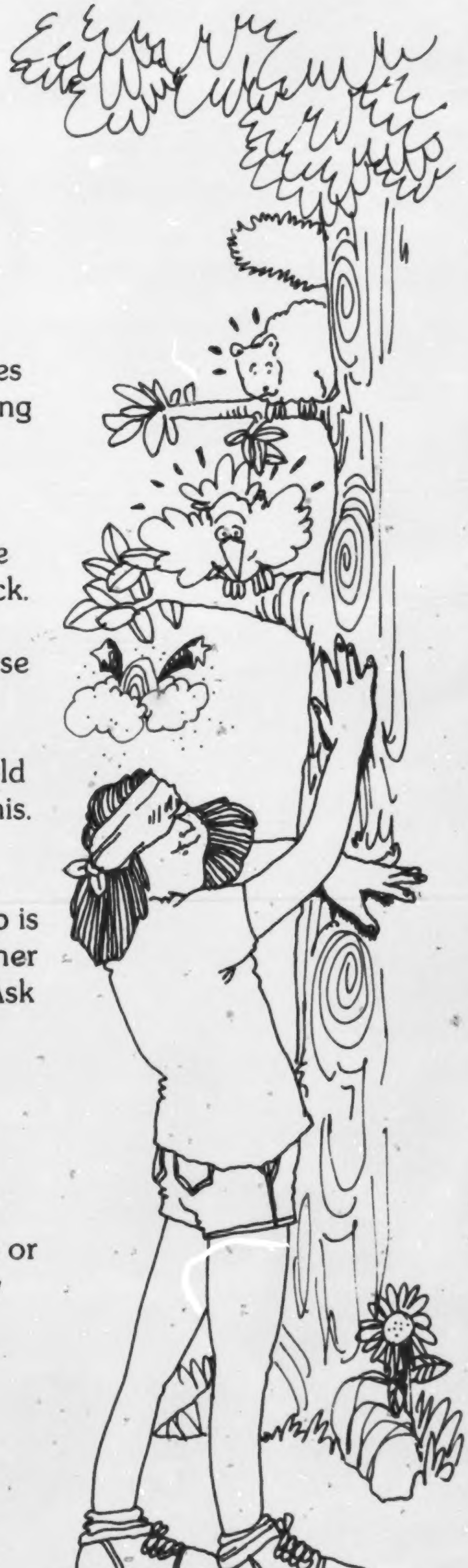
Counselor and campers (recommended age: all).

Materials:

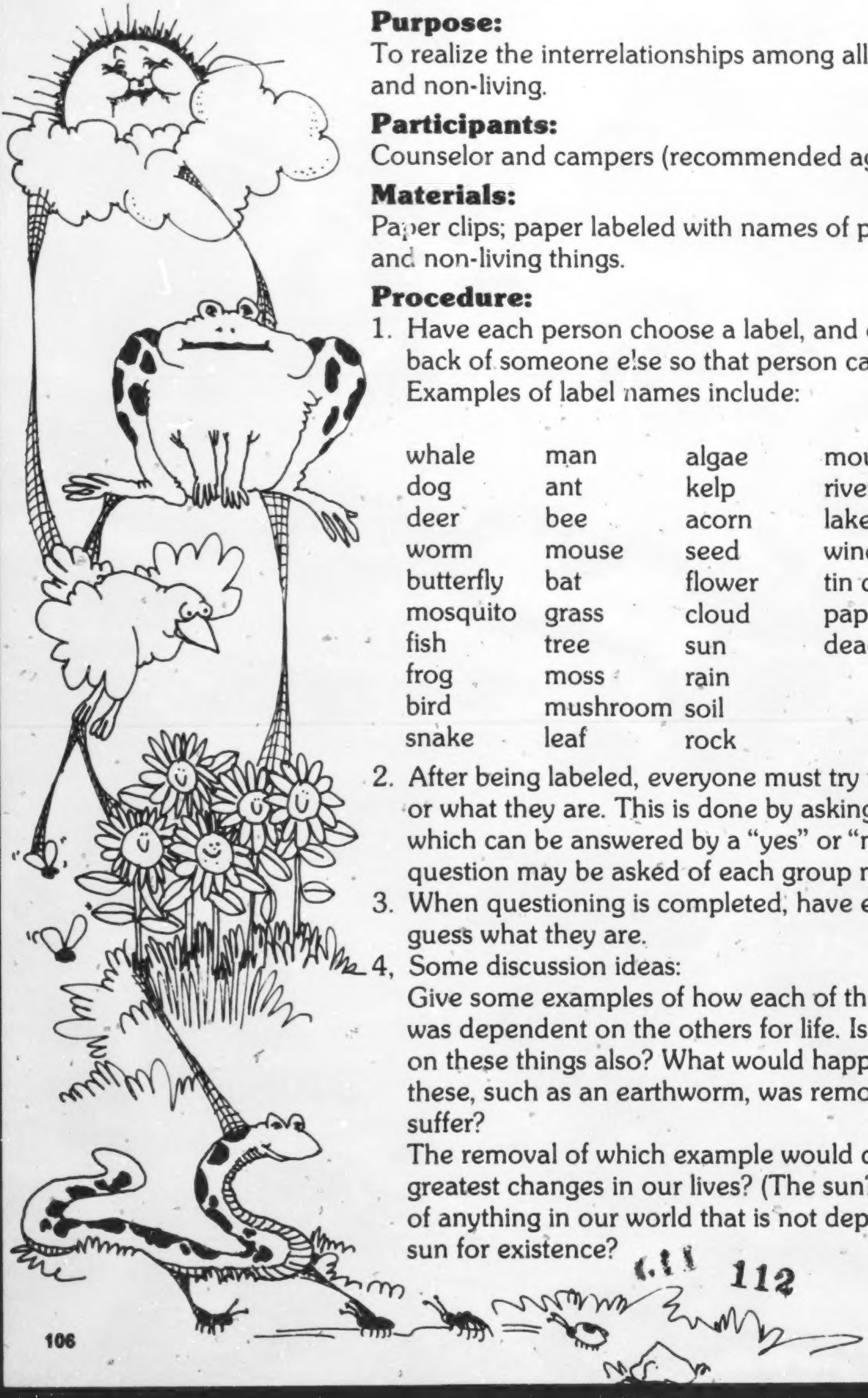
Blindfolds; an area with several trees.

Procedure:

1. Discuss with campers the five senses. Ask for examples indicating the importance of each sense in experiencing life.
2. Have each camper pick up a small rock. Sitting in a circle, exlore your rock with your eyes closed, using your sense of touch. Throw the rocks into a pile in the middle. Put on blindfolds and try to find your own rock.
3. Group campers into pairs. One of the pair is blindfolded, and led by the other to a tree. He must use his sense of touch to explore the tree well enough to identify it later. After a few minutes the blindfolded partner is led back to the starting position, the blindfold removed, and he must try to identify which tree was his. When finished, have the campers change positions.
4. With your partner, remove rings, sit and explore your partner's hand with your eyes closed. When the group is together again, blindfold one person, and place him/her in middle of circle of others reaching their hands in. Ask this person to try to identify his/her partner's hand.
5. Try the same activity with faces rather than hands.
6. Some discussion ideas:
   How well developed is our sense of touch? How important is it? Are there situations where we should use it more?
   How did you feel about feeling someone else's hands or face? About having someone feel yours? Discuss how touching others is viewed in our society.



Web of Life



Purpose:

To realize the interrelationships among all things, living and non-living.

Participants:

Counselor and campers (recommended age: all).

Materials:

Paper clips; paper labeled with names of plants, animals, and non-living things.

Procedure:

1. Have each person choose a label, and clip it onto the back of someone else so that person cannot read it. Examples of label names include:

   whale
   dog
   deer
   worm
   butterfly
   mosquito
   fish
   frog
   bird
   snake

   man
   ant
   bee
   mouse
   bat
   grass
   tree
   moss
   mushroom
   leaf

   algae
   kelp
   acorn
   seed
   flower
   cloud
   sun
   rain
   soil
   rock

   mountain
   river
   lake
   wind
   tin can
   paper
   dead log

2. After being labeled, everyone must try to discover who or what they are. This is done by asking only questions which can be answered by a "yes" or "no", and only one question may be asked of each group member.
3. When questioning is completed, have each camper guess what they are.
4. Some discussion ideas:
   Give some examples of how each of the representations was dependent on the others for life. Is man dependent on these things also? What would happen if one of these, such as an earthworm, was removed? Who would suffer?
   The removal of which example would cause us the greatest changes in our lives? (The sun?) Can you think of anything in our world that is not dependent on the sun for existence?

Microhikes

Purpose:

To broaden our perspectives of size, specifically to "think small".

Participants:

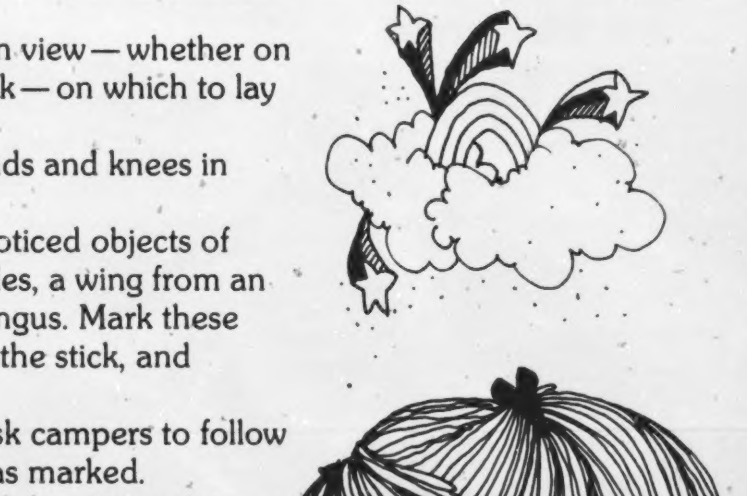
Counselor and campers (recommended age: all).

Materials:

8-10 feet of string per camper; 10 small sticks per camper.

Procedure:

1. Discuss our sense of size, using for examples our common measurements of inches to miles and relating such units of measurement to the smallest and largest things one can think of.
2. Have each person pick a spot within view—whether on grass, soil, up a tree, or across a rock—on which to lay out a trail marked by string.
3. Everyone is required to stay on hands and knees in order to help to "think small".
4. Have campers look for usually unnoticed objects of interest such as oddly shaped pebbles, a wing from an insect, a hole in a leaf, or a bit of fungus. Mark these with a stick, wrap the string around the stick, and continue to the next item.
5. When microhikes are completed, ask campers to follow someone else's trail, noting what was marked. Alternatively, have each person lead the group on a tour of his or her own microhike.
6. Discussion ideas:
   Draw analogies between our microhikes and our lives: how small things go unnoticed; the impact of our trails (individual and combined) on the world; and the feeling of learning from the trails of others.



Pine Cone Spill

Purpose:

To realize the widespread affect of man's pollution.

Participants:

Counselor and campers (recommended age: 7 to 11).

Materials:

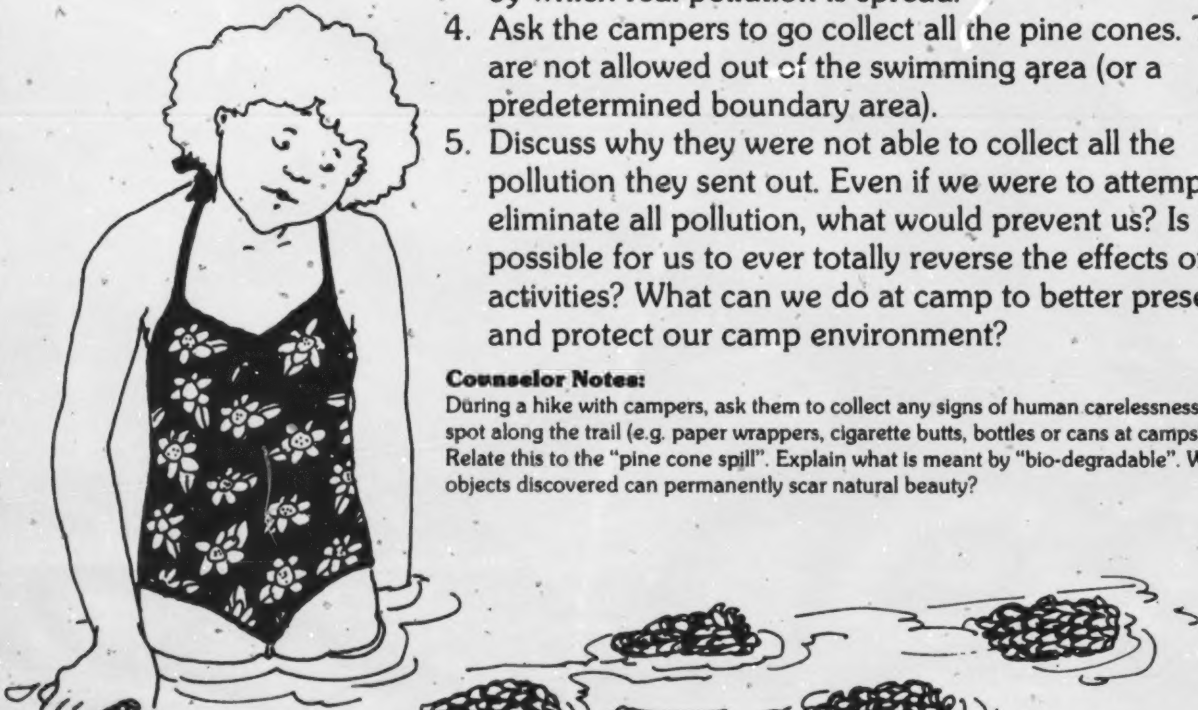
A grocery bag full of small, non-polluting floating objects such as pine cones, small sticks, or dry leaves; a swimming area.

Procedure:

1. Talk about how man's activities can change the appearance of our surroundings. What have been some of the advantages/disadvantages of civilization and progress? Has the effect of pollution been more widespread than we can see?
2. Have everyone stand waist deep around the bag. Try to spread the "pollution" as widely as possible, but do not move from your position.
3. Watch the pollution float away and discuss the methods by which real pollution is spread.
4. Ask the campers to go collect all the pine cones. They are not allowed out of the swimming area (or a predetermined boundary area).
5. Discuss why they were not able to collect all the pollution they sent out. Even if we were to attempt to eliminate all pollution, what would prevent us? Is it possible for us to ever totally reverse the effects of our activities? What can we do at camp to better preserve and protect our camp environment?

Counselor Notes:

During a hike with campers, ask them to collect any signs of human carelessness that they spot along the trail (e.g. paper wrappers, cigarette butts, bottles or cans at campsites). Relate this to the "pine cone spill". Explain what is meant by "bio-degradable". Which objects discovered can permanently scar natural beauty?



Is This Progress?

Purpose:

To encourage campers to think about the effects of modern technology on the natural environment.

Participants:

Counselor and campers (recommended age: 12 and up).

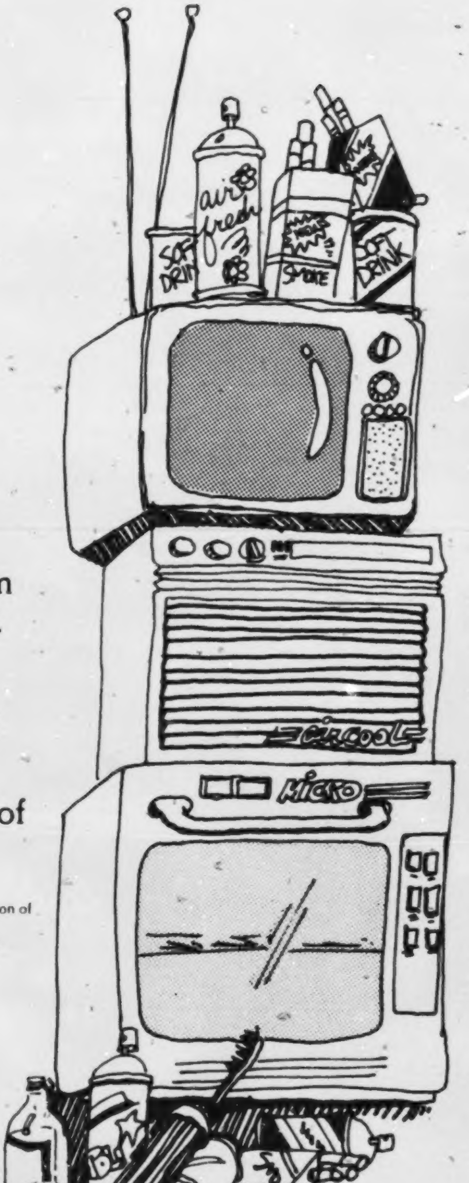
Materials:

Paper and pen/pencil for each camper.

Procedure:

1. Read to the campers the following items and ask them to write each one on the left side of their paper.
    1. Throwaway soft-drink cans
    2. Snowmobiles
    3. Jet aircraft
    4. Air conditioning
    5. Plastic containers
    6. The British Concorde plane
    7. Aerosol sprays
    8. Television
    9. Electric toothbrush
    10. Throwaway cigarette lighter
    11. Trash compressors
    12. King-size cigarettes
    13. Microwave oven
    14. Plastic trash bags
2. Once finished, ask campers to write next to each item the advantage of each in advancing human progress.
3. Finally, ask them to list next to each whatever disadvantages there may be.

Note: As an alternative to actually writing down their answers, campers may be seated in a circle and asked individually to think of an advantage and disadvantage of each product as announced by the counselor.



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DECISION FOR MIKE (Smoking), American Cancer Society

EAT, DRINK, AND BE WARY (Nutrition), Churchill Films

THE FEMININE MISTAKE (Smoking), Pyramid Films, Santa Monica, Ca.

FOR TOMORROW WE SHALL DIET (Nutrition), Churchill Films

LOOK BEFORE YOU EAT (Nutrition), Churchill Films

A MATTER OF PERSONAL PRIDE (Fitness), Sports Productions, Inc., Locust, N.J.

RUN DICK, RUN JANE (Self-care), American Heart Association

YOUR OWN WORST ENEMY (Stress), Southerby Productions, Inc., Long Beach, Ca.

Additional Sources of Information

American Alliance for Health, Physical Education, Recreation and Dance, 1201 16th St., N.W., Washington, D.C., 20036

American Cancer Society (local chapter)

American Heart Association (local chapter)

American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C., 20036

American Lung Association (local chapter)

American Medical Association, 535 North Dearborn St., Chicago, Illinois, 60610

Center for Science in the Public Interest, 1755 S. Street, N.W., Washington, D.C., 20009

Fitness Finders, 178 E. Harmony Road, Spring Harbor, Michigan, 49283

National Dairy Council, Rosemont, Illinois, 60018

National Heart, Lung, and Blood Institute, National Institutes of Health, Department of HEW, Bethesda, Maryland, 20014

National YMCA Program Materials, 291 Broadway, New York, N.Y., 10007

† Resources recommended for inclusion in a basic Wellness Resource Center.

‡ Resources offering activity ideas.